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ABSTRACT

Current issues in teacher recruitment and employment are addressed in this collection of fifteen articles, many of them written by career planning office directors. The focus is on unemployed beginning teachers, with articles on using placement services, preparing a resume, and advice on interview procedures. Other topics include: "What Does it Take to Get Your Foot in the Door?"; "How to Get the Most Mileage Out of Your Education"; "What Superintendents Consider Important in Hiring"; and "How to Get a Job in a Tight Market." Actual hiring practices and the changing field of education are also reviewed, in "The Teacher Selection Process: What Really Happens"; "Overseas Teaching Opportunities"; "The Graduate School Dilemma"; and "Alternative Careers for Education Majors." A directory of state certification offices in the United States is included, as well as the Association for School, College, and University Staffing code of ethics for placement officials. (FG)

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Placement Services - Career Planning

Anna A. Tackett,
Associate Director
Career Development Center
University of Maryland—
College Park

DIPLOMA

ENTITLES BEARER TO AN IDEAL TEACHING POSITION IN A PREFERRED GEOGRAPHICAL LOCATION WITH REMUNERATION = TO DESIRED LIFE STYLE!!

1980

Many students are still under the impression that the message of this diploma is still a fact. Unfortunately, this is a mistaken assumption. Being "alive and well" was sometimes one selection criteria used in the late 60's. Not so in the mid-70's! Declining enrollments and budgetary problems have made competition extremely keen—are you ready to enter the arena?

The whole concept of leaving the academic environment and entering the teaching world is often frightening. You do not need to face this prospect alone—the placement office on your campus provides a supportive environment, including, in many instances, TLC (tender, loving care).

WHAT'S IN A NAME?

Since "placement" is really a misnomer, many placement offices these days are adopting the term "career development center" or other similar titles. As a person who has identified your career as teaching, you may not realize the services offered by this office, no matter what the name, and how you should be taking advantage of them. By capitalizing on these services, you will, in effect, "place" yourself. After all, only you have enough knowledge of yourself to know in what situation you will function best and be most self-fulfilled.

COUNSELING

Career counselors are in a unique position to understand all of the concerns that prospective teacher candidates face—how to apply for a teaching position, how to take an interview, where to look for a position and other pertinent employment information. Rather than function in this realm of uncertainty, make an appointment to discuss these concerns. You cannot be expected to be an expert in the art of job seeking, so take advantage of the knowledge that empathetic career counselors are most willing to share with you. School officials responsible for the employment of teachers advise that students who have gone this route have a much better chance of securing a position. Part of the rationale is that their self-confidence is enhanced thus making them more marketable.

CREDENTIALS

In professional circles, "credentials" is synonymous with certification that the person is qualified to practice their particular specialty. In the teaching profession, credentials, or placement papers, are files containing personal information, recommendations from the academic arena and from the student teaching experience(s). In addition, if you have held a teaching-related position with the same organization over several summers, a letter of recommendation typed on the agency's letterhead makes a significant addition to your file. Personal references should not be included, much as the neighbor or clergyman thinks of you. The establishment of a credentials file is a "must." Prospective employers will request your file to support your application. If you have failed to file your credentials, the application process will be considerably slowed and may even result in your not being considered for a position as you will be viewed as negligent in your responsibilities.

The manner in which you complete the credentials file is especially important as many times this is the first impression a prospective employer has of you. Read and follow the instructions provided by the placement office—they were prepared for the purpose of assisting you. The forms should always be neatly and accurately prepared. Spelling and grammar do count—a glaring error can cause a negative reaction from the reader and make him/her wonder about your potential as an effective teacher.

It is your responsibility to ascertain whether the system(s) to which you are applying will request that the placement office submit your credentials to them or whether you are expected to do so personally. If the latter is the case, then you are expected to inform yourself as to how this procedure is put into operation.

It is also your responsibility to keep the placement office advised of change of information, such as name, address, phone number, etc.—many a job has been lost because no contact could be made with a student.

Initial filing of credentials, or placement papers, is just a beginning. As you progress in your professional life, attain additional degrees, change positions, and/or receive special recognition or honors, this information can and should be added to your file. It is an excellent idea to always have your papers up-to-date in the event circumstances cause an unexpected change in geographic location thus necessitating a search for another position.

CAREER LIBRARY—

—a valuable resource in any placement office, or career development center that is often overlooked. A wealth of information may be found here but you must spend some time in research to find out what material is available at your particular institution and how to make use of it:

- vacancy listings from public and private schools
- brochures
- application forms
- alternatives—in the event you wish to use your educational background in a non-classroom setting
- government applications (both Federal and State)
- directories of community service organizations
- graduate school bulletins
- encyclopedias of associations (if you are in a discipline that provides few teaching opportunities, write to your professional association for assistance)
- audio-visual tapes on taking an interview
- information on writing a résumé (if you wish to amplify upon both your credentials and your applications)
- overseas teaching opportunities
- most recently, the ASCUS publication "Directory of Public Schools in the U. S." (contains current names and addresses for your use in direct contact).

APPLICATION PROCESS

Application forms vary from school system to school system and each one should be completed with much thought and consideration. As with credential forms, spelling, grammar and neatness do count. If you are really interested in a position with a particular system(s), answer the questions whether you like them or not. There are reasons which may be beyond your comprehension as to why certain information is needed. Frequently, you will be asked about your philosophy of teaching. The purpose of this question is as much to ascertain your particular written communication skills as anything else. Students frequently ask if credentials take the place of application forms—the answer is "no!"

Another question that often stumps an applicant pertains to type of certificate held. You should ascertain from the College of Education the type of certificate for which you will be eligible upon completion of the degree and so indicate.

INTERVIEWS

The whole subject of interviewing is dealt with beautifully in another article. It is simply being mentioned here as the on-campus interviewing program is often one of the best known aspects of a placement office. Regardless of the location of the interview, a well-prepared candidate can approach it more confidently. Part of being well-prepared consists of knowing as much as possible about the system. If your placement office does not have a brochure in the career library, write for information. Many times the particular subject the candidate is prepared to teach is not even taught and both the student's and the interviewer's time is wasted.

To facilitate the bringing together of employer and prospective employee, placement offices have established the on-campus interviewing program. Use it wisely—find out how the program is administered on your campus, sign-up procedures, etc. At last, that fateful day arrives—your first interview and the butterfly in your stomach becomes butterflies. You have half an hour to convince the recruiter as to why he/she should select you from all the other candidates to fill a position. But as you enter the interview room, appropriately dressed, you become more at ease because you have researched the whole process and know that the main purpose of the interview is for an exchange of information—how you would fit into that particular school system and why you should be selected as well as benefits you would receive from being a part of that system.

At the conclusion of the interview, the recruiter will indicate when you can expect to hear as to the possibility of employment. Follow-up contacts are your responsibility.

TACKETT'S TIPS

Sometimes, it is just coping with the "nitty-gritty" that becomes almost insurmountable in these days when teaching jobs in all disciplines are not just for the taking. Perhaps you will find the following tips useful in your job campaign:

- be flexible!—for instance, everyone can't teach at the senior high level—who knows, maybe junior high will be just your niche!
- be mobile!—take advantage of the opportunity to see another section of the country.
- be patient!—gone are the days when you knew before summer vacation where you would be teaching in the fall. Placing teachers returning from leave, arranging transfers, late passing of budgets all contribute to later and later hiring practices!
- be persevering! do not sit home and wait for the phone to ring—all offices suffer from short staffing and you will show both your interest and initiative by periodically recontacting the school systems to which you have made application!
- be enthusiastic!—it's contagious!
- don't sell yourself short!—seniors often tend to feel they haven't "done anything"—translate all part-time, volunteer or summer experiences into qualities needed to be a good teacher!
- practice interviewing!—use a mirror, use a friend but find out all those hidden little characteristics you may have that will not enhance the interview!
- check out the "grapevine!"—jobs exist that never get listed!
- use your personal contacts!—students often shy away from "bothering" faculty, career counselors, family and friends!
- develop the best possible oral and written communication skills; be aware of body language—one shrug can tell a thousand words!
- smile!
- keep in touch with the educational placement officer at your institution!—employers frequently place "panic" calls to our office just as a new school year is about to begin (yes, even for English and Social Studies teachers!)

Perhaps the most important advice of all is to reiterate that you should take advantage of all of the services of the placement office, career development center, whatever on your campus—each and every staff member is student service oriented and interested in your future.

What Does It Take To Get Your Foot In The Door?

by
G. Thomas Baer and Les Brown

WANTED

Eighteen elementary teachers—all grade levels. Will be on campus Wednesday & Thursday, January 17–18. Please sign up below for interview.

Only ten years ago hundreds of notices like the one above covered college placement offices' walls throughout the country. These notices were usually accompanied by colorful brochures describing the many benefits to be gained by prospective teachers accepting a position with District X, Y or Z. There was open competition, and sometimes even verbal warfare, among school districts to attract the novice teacher to their system. Beginning salaries were emphasized and graduates were given much individual attention to help them make the "right decision."

Yes, conditions have changed! Faced with the situation of the oversupply of elementary teachers, administrators have been forced to rely more heavily on educational credentials when deciding on candidates to interview.

PURPOSE

Since credentials have become increasingly important, the question evolved as to what school administrators most highly value within these documents. In an attempt to obtain an answer to this query a questionnaire was prepared and sent to 97 elementary school principals in the northern Illinois area. These principals were randomly selected from a group of 546. Seventy-three respondents completed and returned the questionnaire.

The basic design of the questionnaire consisted of having the respondents rank nine items commonly found within credentials as to their importance in determining which teacher candidates, *without teaching experience*, were selected for interviews. They were also requested to provide reasons for their rankings.

It is important to emphasize that the items were ranked by respondents in terms of their value in *selecting interviewees, not* in terms of their value in determining who should be offered a position. However, it is obvious that unless a candidate is interviewed, it is highly improbable that he/she will even be considered for potential vacancies.

FINDINGS

The items and rankings are presented below in Table 1.

Table 1

Ranking of Nine Factors Used by Elementary Principals to Select Interviewees for Teaching Positions

Assigned Rank	Credential Items
1st	Cooperating Teacher Recommendations
2nd	College Supervisor Recommendations
3rd	Subject Area Concentration
4th	Grade Point Average
5th	Previous Work Experience
6th	Length of Student Teaching
7th	Recommendations from On-Campus Professors
8th	Participation in Extracurricular Activities
9th	University or College Attended

CONCLUSIONS

Examination of the above data and the comments by the respondents leads to several generalizations:

*Not too surprisingly the top two rankings focus on performance in student teaching as viewed by the cooperating teacher and college supervisor. Although other factors have been suggested as equally valid predictors of successful teaching, principals regard achievement during student teaching as the most valid index to select teacher candidates. These rankings have been at least partially confirmed by comparing the number of candidates who obtained positions with their grades in student teaching. A two year study of 191 elementary graduates (1974–75 and 1975–76) conducted by Baer

revealed that 67% of the graduates who received A's for student teaching obtained full-time teaching positions immediately following or within one semester of graduation. Only 29% of the graduates who received less than A's for student teaching obtained full-time teaching positions.

*Considerable emphasis was placed on subject area concentration for, what appears to be, two basic reasons. Firstly, principals tend to regard a candidate's background in the area of reading as of major importance for effective elementary teaching especially at the primary grade levels. Secondly, the respondents indicated that in cases where there are two or more classes at a particular grade level, any teacher addition to that grade is often hired to complement the skills of the other member(s) of that team. For example, if there were a lack of science expertise at a particular grade level, a strong science background would be given additional weight in selecting candidates to be interviewed.

*The relationship between the grade earned during student teaching and the actual obtaining of a teaching position was discussed earlier. College grades appear to be a significant factor even though they ranked fourth among the nine items. Principals stated that although grades were not their first consideration they did expect potential interviewees to have a minimum grade point average of B.

*Work experiences, especially those involving contact with the public, were valued as indices of the candidates dependability, ability to work with others, and willingness to assume the reponsibilities which come with employment.

*Our respondents indicated that all things being equal, the longer the student teaching experience the better. However, they expressed more interest in the quality of experiences rather than its length of duration.

*The relatively low ranking assigned to recommendations from on-campus instructors perhaps needs additional explanation. If one accepts that most principals view student teaching performance as the best indicator of future success in teaching, the on-campus recommendation perhaps serves more as an index of student long range commitment to becoming a teacher rather than his/her ability to successfully perform in the classroom.

*Participation in extracurricular activities although certainly not a significant factor in determining whether the prospective candidate will obtain an interview is often viewed as a measure of the candidates probable involvement in the total school operation (i.e., P.T.A., school clubs, professional organizations, etc.). Certain extracurricular activities also provide evidence of additional experiences working with children in informal settings, an asset valued by most principals.

*The university or college attended, although ranked last, is a deceptive variable as most school districts are quite selective as to which university placement offices are notified of their vacancies. Therefore, the interviewer is usually confronted mainly by candidates from certain universities and/or colleges that have provided successful candidates in the past.

Caution should be exercised in regarding any one item as being the *ultimate* factor in determining candidates for interviews. It is probable that most teacher candidates are selected for interviews based on a combination of the items listed above. However, the prospective teacher who has had an unsuccessful or mediocre student teaching experience should not be too optimistic about being granted an interview. One has to get in the door for the opportunity to "sell" his/her potential abilities and this, at a minimum, will require evidence of high performance during student teaching.

How to get the most mileage out of your education

Batt P. Maher, Director
Occupational Information & Placement
Western Illinois University
Macomb, IL 61455

"Most graduates are going to have to work for a living"—graduates from high schools, community colleges, colleges, and universities are well-advised to prepare carefully during their education to be sure they have a talent or salable skill that is marketable in the world of work.

Often the student raises the question—"What can I do?" There are many positive steps that you might take to help yourself. First you must be aware of the need for CAREER PLANNING. Career planning lets the student take a realistic look at the world of work and attempts to help him/her see how he/she will fit into the picture. The student can receive assistance from many people, such as teachers; counselors; administrators; and representatives from business, industry, education and government. Investigating a career is of prime importance.

What do you need to know about an occupation?

- What qualifications are necessary?
- What is the work like?
- Is the field growing?
- Are there opportunities for personal growth?
- Salary opportunities?
- What is the employment outlook?
- Is it the type of career that will bring you job satisfaction?
- Where can I find more sources of information about the occupation?

Armed with this background, you can make a more intelligent decision in the selection of your goal.

To enter a particular career it is rather easy to become aware of the qualifications needed and your program. The education major knows there are certain professional education courses he/she must take, plus the student teaching experience and the courses in the specialized area if he/she is to be considered as a candidate for certification. The marketing major knows it is desirable to have majored in the field of marketing if his/her goal is that of a sales representative for a company or corporation. A candidate majoring in accountancy that aspires to passing the CPA exam can very logically select his/her courses.

Many other facets of the individual that an employer holds to be of great importance in the selection of a candidate are not so readily recognized or evaluated. Some of these characteristics are:

- Motivation
- Ambition
- Perseverance
- Decision-making
- Leadership
- Ability to get along successfully with others

In most areas of work, with few exceptions, you will find that it is necessary to work cooperatively with other people. The asset of getting along effectively with people is one of the most important traits that you as a candidate can take to your career. That ability alone will carry you a long way toward a successful career.

Steps to Successful Career Planning

An individual will come much closer to reaching his/her goal of finding a desirable career if he/she takes the following steps:

- Step 1—Self-Evaluation

  You must realistically assess the talents and interests that you can bring to a potential career. Know why the employer should select you, instead of some other candidate for the position, or else there is very little reason to believe that you will be given the job offer.

- Step 2—Research the Career Opportunities in Fields of Your Interest

  Some of the facts you should research are: Minimum qualifications for entrance into the field, job functions and responsibilities, anticipated opportunities for advancement, salary trends, and geographical locations for employment.

- Step 3—Establish a Career Objective

  You need to make some career decisions that let you set priorities as to the type of career path you want to pursue. It is immaterial whether it be an accountant, doctor, engineer, teacher, businessman, or governmental worker. The real merit of setting a career objective is to let you have a reference point to measure whether you are preparing yourself properly for the career field, and whether you are staying on track. In addition, employers tend to prefer a person that has a reasonable idea of what talents he/she has and how he/she would like to utilize them.

- Step 4—Organize Your Job Search

  The most important tool that you can prepare is a concise resumé. A resumé is a summarization of the talents, work experiences, and special activities and experiences that you can bring to a potential employer. In your job search use all available sources for job contacts, e.g., family, friends, placement office, faculty members, state employment offices, professional association referrals, and classified ads. Leave no stone unturned in your pursuit of qualified potential job leads.

- Step 5—Follow-Up All Desirable Types of Job Leads

  This can be accomplished in many ways, such as personal visitation, letter, telephone call, telegram. When you make the contact use a reference point. If a faculty member has informed you of the position, use his name. It could be a door-opener for you. Ask for the opportunity to be considered for the position. Prepare yourself for the interview. Be sure to complete applications in detail. Submit your resumé on first contact to the employer. If requested, be sure your professional credential file is made available to the employer. Remember, the responsibility rests on your shoulders for taking action, and not on the employer's. You are the one that has prime interest in the career opportunity.

- Step 6—Don't Become Discouraged

  Yes, you will meet some frustrations in your job search. Every individual that has ever set out for a job or position has known these. In tight economic conditions such as we have presently, it might be easy for a person to attempt to blame the economy for his/her not getting the job offer. Accentuate the positive. Dwell on your strengths and not your weaknesses. Know what talents you have to bring to that employer and why he should hire you. Convey to the employer the image of a highly motivated, personable individual that would like the opportunity to become actively involved in the organization, whether it be education, business and industry, or governmental agencies. Remember, you must believe in yourself. This degree of self-confidence is a plus feature that many employers actively seek.

The career objective of each individual is something that is personal and should be selected by the individual carefully. The earlier you start your career planning and the validity of the information you use in making your career decisions are both extremely important. They will increase the chances of your reaching your desired career objective. Remember—nothing happens unless you make it happen!!

Think about it—how will you fit into the world of work upon graduation? Will you be ready to successfully launch the career for which you have prepared and planned during your years at college? Think about it—the decision is yours.

THE RÉSUMÉ . . .

Your Passport to an Interview

Frank R. Braun
Associate Professor
Education Career Development Office
College of Education
University of Minnesota
Minneapolis, Minnesota

The résumé is an essential first step in the process of securing a new position. Sometimes referred to as a vita or a personal data sheet, the résumé is defined in a standard dictionary as a "brief account of one's educational and professional experience," "a summing up," "an abridgement" or a "condensed statement." Preparing a résumé serves both to assist you in a review of your personal assets, strengths, and qualifications and to present these special attributes in the most favorable way to a prospective employer. To accomplish both purposes, you must first know a great deal about yourself and the position for which you plan to be a successful applicant. The well prepared résumé should convince the employer that you are a "perfect" match for the position. Accomplishing this in a résumé is difficult work; take the time to review thoroughly your qualifications before beginning the preparation. Presented here are some basic steps and suggested content to assist you.

Why Prepare a Résumé?

Is your placement file not enough? Will you not be duplicating the information that is already in the placement file or on an employer's application? The answer is yes, but in a résumé you will present yourself in the most advantageous manner and in your own unique way.

Some Uses of the Résumé

A well-prepared résumé serves several uses that can assist you in your search.

1. to serve as a general introduction to accompany your brief original letter of inquiry or application.
2. to introduce you in any chance meeting with a potential employer; such as, a conference, the PTA, a neighborhood political meeting or a family reunion! Use your résumé as a "calling card."
3. to add information detailing your background and experience in a follow-up of an earlier contact.
4. to facilitate an interview. Take extra copies of your résumé with you to an interview; offer them to members of an interview committee who might not have had the chance to read your placement file. In this manner, you may call attention to items you consider important —items that may be overlooked in the limited time reserved for an interview or become lost due to "memory lapse."
5. to become part of your placement file. You may want the résumé to become part of the documentation in your file that is sent to employers to support your application.

Stages in the Preparation of the Résumé

Writing the résumé involves three stages—

1. *Research*—know both yourself and the position sought.
2. *Organization*—arrange the various pieces of information about yourself into categories; such as, personal data, education, experience, recognitions, special skills, travel, writing, and publications.
3. *Production*—select paper stock, color, printing, and arrangement on the page to present a pleasing, easily read final copy that reflects your personal style.

"Functional" or "Chronological" Résumé?

Résumés may be organized to emphasize a chronological record of experiences and events or they may be organized around functional skills and abilities. The "chronological" résumé is appropriate for the person of limited experience with an easily described record of training leading to a specific professional field. The "functional" résumé is useful for the person with broad experiences who wishes to emphasize specialized skills and to identify details that have applicability to a variety of positions. Skills such as writing, managing, consulting or research are considered important in the job market.

Both the "functional" and the "chronological" résumé require the writer to proceed through the three stages—research, organization and production, and to follow the rules of résumé writing given below:

1. *Economy*—Keep the résumé brief! One page is the ideal. People with wide experience and many qualifications may require more than one page.
2. *Supportiveness*—Be positive in your word choice. State firmly and frankly your qualifications. Use action words. Convey enthusiasm.
3. *Completeness/Selectivity*—This may appear to be a contradiction; it isn't. Don't overlook important details in your qualifications. But be selective.
4. *Accuracy*—Keep in mind that anything you put in a résumé may be checked by an employer or be the subject of questioning in an interview.
5. *Acceptability*—Select paper stock and color to give the best first impression. Choose type face and printing method that will read easily. Organize content so that the reader can quickly scan the résumé to find the essential elements.
6. *Chronology*—The reverse chronological order listing the current or most recent position first and then moving backward in time is the preferred pattern. Employers generally place the greatest emphasis on current or most recent employment.
7. *Creativity*—Your finished résumé should distinguish you from the other applicants. To do this and still follow generally accepted rules of résumé writing is a challenge. Here is your chance to give the essential qualifications and still present something of yourself.

Content

The purpose and uses of the résumé determine the content. Focus the content on the position you are seeking. Emphasize those elements in your experience and preparation that qualify you for the position you seek. Here are some items considered to be of value in the résumé.

Personal identification—Basic information includes name, address and telephone number. Beyond this essential data, the decision on what additional information of a personal nature you wish to provide is your choice.

Professional preparation—Colleges attended, dates of attendance, diploma and degree earned (with dates); certificates or licenses held or eligible for by date of employment, such as, teaching licenses, special endorsements, coaching certificates, the W.S.I., etc.; student teaching, internships or teaching experience. Give brief details on location, name of school, grade or subject and dates of these professional experiences.

Special skills—briefly mention those areas in which you can provide leadership; such as, athletics, recreation programs, art, crafts, speech, dramatics.

Interests—Hobbies and recreational activities.

Memberships—Honors, scholarships and awards—high school, college, community and public service.

Miscellaneous—Summer employment, military or volunteer experiences, work, travel and projects which you initiated. Choose from among these experiences one or several to mention briefly to encourage the reader to know more about you.

Finally, identify clearly the name and mailing address of your college placement office from which the employer may request your placement file.

Style, Appearance, Format

You have now selected the content of your résumé; next carefully phrase this information into brief statements in the telegraphic or outline writing style. Use a minimum of words to tell your story. Readability is enhanced by leaving ample open space on the page to emphasize the content. Résumés should never be xeroxed but rather photo offset. Check the Yellow Pages of your local telephone book for professional typists and offset printing services. The typing of the copy may be done with several typefaces to add variety and emphasis to your résumé.

Many colors and several different varieties of paper stock are generally available. Although white paper is by far the most frequently used, your résumé may attract more favorable attention on tan or beige paper. Use a good quality paper, perhaps with a pebble or textured surface.

Finally—review and revise; no résumé improves merely with age. Share your résumé with others; check it out with the "pros." Go beyond the college placement office to also ask school employing officials, student teaching supervisors, and administrators for opinions and advice.

The résumé is an essential tool in your introduction to career opportunities. Make it serve to your best advantage. It will not secure the job for you, but will help you obtain the interview and consideration for the position.

Your résumé also serves as the basis for a constant review of your career plans and for your continued success in the future.

Chronological Résumé

Mary Ellen Anderson
1517 College Avenue
River City, Minnesota 55435
Telephone: (612) 371–2267

Education

1975–1977 University of Minnesota, River City, Minnesota
Bachelor of Science—Social Studies/History

Certification

State of Minnesota—History and Social Studies, Grades 7 through 12
Athletic Coaching—Boys and Girls

Honors

B.S. with High Distinction
National Honor Society
Minnesota State Scholarship
Caleb R. Putnam Scholarship

Experience Related to Teaching

Winter 1976	Student Teaching—Basketball Burschville Senior High School, Burschville, Minnesota
Fall 1976	Student Teaching—U.S. History, Sociology and Ethnic Studies Southside Neighborhood High School River City, Minnesota
Fall 1975	Teaching Observation—Social Studies Shorewood Junior High School Shorewood, Minnesota

Activities

Winter, 1976	Class A Champion Campus Women's Intramural Basketball Team
1976–1977	President—Student Governing Board
High School	Girls' Varsity Basketball; Yearbook Editor; Student Council President, Secretary; G.A.R.A. and F.H.A.; Concert Band and Choir

Work Experience

Part-time

1973–1976	Salesperson Peyton's Brookview, Minnesota

Travel

March, 1976	Cross-Cultural Study Workshop—Cozumel, Yucatan, Mexico Sponsored by International Study Travel Center
Summer, 1974	Norway, Sweden and Denmark
Summers 1972–1975	Eastern United States and Western National Parks in the United States and Canada

References

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College Placement Office
176 Old Main
University of Minnesota
River City, Minnesota 55400

Functional Résumé

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OBJECTIVE: Teaching, outreach and organizing innovative programs to help develop human potential. Identifying and solving specific problems.

BACKGROUND:

Organizing: Developed questionnaire to identify health needs of rural Nebraskans . . . Formed Baby furniture lending system, free "Clothes Closet and Food Pantry" . . . Organized college graduating commencement program.

Teaching: Demonstrated budgeting and nutritional information . . . Published "Body and Soul" nutritional newspaper.

Outreach: Recruited participants for Meals on Wheels and Mountain Plains Programs . . . Worked with Head Start and many rural Nebraskan families.

Counseling: Referred and counseled troubled flood victims to proper agencies for suitable help . . . College volunteer on "Helpline," telephone crisis line . . . College volunteer and student at the Meriden School for Boys, helping to develop social adjustments and skills.

EDUCATION: University of Minnesota, Minneapolis, Minnesota 55408
B.A. Degree, Sociology
Dean's List, Scholarship 1975–1978
VISTA Training in basic nutrition and health.

EMPLOYMENT:

January 1974 to present: VISTA Volunteer, nutrition and health outreach worker in rural Southeast Nebraska . . . Worked with citizens to improve consumer power . . . Helped develop a sense of pride in disadvantaged people.

January 1976 to June 1978: Food Service Worker Metropolitan Medical Center, Minneapolis, Minnesota . . . Prepared and served hospital meals for special diet patients and performed other associated tasks.

HOBBIES: Cooking, photography, Karate, camping, gardening.

REFERENCES: Education Career Development Office
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DEMONSTRATE YOUR PERFORMANCE SKILLS VIA THE AUDIOVISUAL PORTFOLIO

Some Innovative Ways of Enhancing Your Employment Opportunities: The Student Teaching Notebook, The Slide Narrative Presentation, The Audio Cassette Tape Recording, and The Video Tape Recording

Dr. Eugene Williams, Former Coordinator
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Employment opportunities for prospective teachers are not as plentiful today as in previous years, and principals can afford to be more selective, employing the "cream of the crop." Therefore, it is vitally important that prospective teachers and college professors responsible for preparing students for teaching positions consider ways of providing employers and interviewers with a global view of the student's demonstration of knowledge, attitude and skill in teaching.

The resumé, college transcript, letter of application, placement papers, and interview need to be supplemented with audio-visual material. This material, organized and presented to an interviewer or principal, can enhance a student's employment opportunities.

At Howard University, secondary education student teachers have enhanced their employment opportunities by developing and using in job interview sessions audio visual material such as student teaching notebooks, slide narrative presentations of their student teaching experiences, audio cassette tape recordings of lessons taught during student teaching, and video tapes of lessons taught.

This material was produced by students as a course requirement for student teaching. It was evaluated by the class and the director of secondary student teaching, and based on the evaluation, the prospective teachers selected the materials that highlighted their teaching assets best. Those items selected were included in the portfolio and used in the job interview.

Following are suggestions to students interested in innovative ways of increasing their chances for employment.

The Student Teaching Notebook

The student teaching notebook should be a compilation of all material collected, developed, and used during student teaching. It should include such items as:

1. Unit Plans
2. Daily Lesson Plans
3. Class Roll Book
4. Sample Tests
5. Audio Visual material, such as charts, maps, teacher produced tapes, etc.
6. College Supervisor's Evaluation of the Student Teacher
7. Cooperating Teachers' Evaluations of the Student Teacher
8. A daily log, including all daily experiences related to student teaching
9. Copies of Student Teacher's Evaluation of the Student Teacher
10. Photographs of Student Teaching Experiences
11. Handouts from the College Supervisor
12. Miscellaneous Material
13. Autobiography
14. Philosophy of Teaching

The notebook should be organized with a Table of Contents and should be sectioned with dividers to facilitate the interviewer's perusal of the material. That content, such as lesson plans and unit plans developed to be used during student teaching, should appear used; it need not be typed for the interviewer if it were not typed for the cooperating teacher.

The Slide Narrative Presentation

The slide narrative presentation should be a collection of slides with a written or audio narrative by the student teacher. It should highlight those experiences considered significant during the student teaching period as well as those experiences that would be of particular interest to an employer. Those experiences might include:

The student teacher at home preparing for school, observing his cooperating teacher and other teachers in his field, working with small groups of students, planning and conferring with his cooperating teacher or university supervisor, attending parent-teacher conferences, participating in extracurricular activities, conversing with the principal and other school administrators, operating audio-visual equipment, the student teacher chaperoning students at a social function or on a field trip, assisting with hall and cafeteria duty, attending faculty meetings, teaching a lesson, and participating in any other impressive teaching experiences.

The slides should be arranged chronologically, beginning with the first student teaching experience, such as the student meeting the principal on the first day and ending with a picture of the student teacher's last activities with the students, such as a farewell party. Each slide should be numbered, labeled and placed in a carousel projector slide tray, accompanied by an audio or written narration. The entire slide presentation should not consume more than ten minutes.

Before the interviewing session, the student teacher should inform the interviewer that he wants to show slides of his student teaching experiences requesting the use of a slide carousel projector. If a projector cannot be provided by the interviewer, the student teacher should make one available. This would indicate to the interviewer that the candidate prepares for his assignments. All good teachers do.

The Audio Cassette Tape Recording

The audio cassette tape(s) should be of lessons taught during student teaching. Whether a lesson is an introductory, developmental, review, audio-visual or appreciation one, it should have an introduction, including the teacher's name, a description of the class, the topic of the lesson, the objectives to be achieved, and the evaluation procedures. Each tape should be accompanied with a typewritten lesson plan. Each tape should be labelled, thus making it possible for the principal to select the tapes that interest him most. The number of tapes included should be determined by the teacher. An English teacher, for example, may want to include tapes on the teaching of grammar, literature, and composition.

The Video Tape Recording

The video tape recordings should be the best samples of lessons taught during student teaching. Each lesson should have an introduction which includes information such as the name of the student teacher, a brief description of the class population, and a brief discussion about the lesson with teacher and student objectives.

Lessons should be accompanied by typewritten lesson plans, including the following:

- topic of the lesson
- objectives of the lesson
- materials to be used in teaching the lesson
- procedures or instructional strategies used in teaching the lesson
- evaluation of the lesson

In these lessons, the student teacher should demonstrate such skills as motivating the class, achieving closure, asking questions, controlling participation, recognizing attending behavior, and disciplining the class. These skills are important to principals.

Remember that personal qualities are just as important as teaching skills to an employer and that the student teacher is being seen and heard on a video tape. This makes it necessary for him/her to have a good appearance (dress, grooming), a good teaching voice, good oral and written language usage, self-control, poise, and emotional stability. It is also important to demonstrate the ability to manage and administer classroom activities, be sensitive to pupil differences, express sincere interest in children, be fair to pupils, discipline and control the class, and to individualize instruction.

The suggestions in this article, relating to the use of the student teaching notebook, the slide narrative presentation, the audio casette tape recordings and the video tape in job interviewing sessions, have been presented because the utilization of such material has enhanced the employment opportunities of some candidates. Remember that the student teacher should exercise creativity in the further development and use of these materials.

Convincing the employer that the candidate is the most qualified person for a teaching position should not be limited to the application, resumé, and the conventional job interview. Principals are now more interested in his performance as a teacher—what he can do, more than what he says he can do.

WHO GETS A TEACHING POSITION IN THE PUBLIC SCHOOL?

What Superintendents Consider Important in Hiring

When the beginning teacher seeks a position success may well depend on how carefully certain procedures are followed. These include early registration with the campus placement office, carefully written letters of application, a well organized resume, a selected list of schools to contact and preparation for a successful interview. Helpful suggestions regarding these procedures have been extremely well presented in this and other issues of this publication.

A position is secured, however, only when an employer decides to extend an offer. It is the employer who decides which applicants, among many, will be hired. Therefore, a very fundamental question is this: What factors do employers consider in hiring beginning teachers and what is their relative importance?

The purpose of this article is to identify these factors and to answer some of the questions which arise regarding them.

For many years this writer has gathered information from approximately 140 superintendents of school districts in the Chicago suburban area concerning salaries and other matters relating to the employment of teachers. In the annual survey of 1973 and also ten years earlier, in 1963, these superintendents were asked to rank in order of importance in hiring beginning teachers six factors which were listed on the report form. Here are the six factors:

Frank S. Endicott
Director of Placement, Retired, and
Professor of Education, Emeritus
Northwestern University
Evanston, Illinois

General liberal arts courses completed by the candidate designed to provide a broad and cultural background.

The nature and extent of professional courses in education, including educational psychology, methods of teaching and student teaching.

The nature and extent of liberal arts courses relating to a major field of study or a teaching field.

The scholastic qualifications of the graduate as shown by marks in college—the grade-point average.

The personal qualifications of the graduate including maturity, initiative, interest, enthusiasm, poise, appearance and the ability to work with people.

Experience in campus activities, especially leadership and participation in extra-curricular life.

Responses in 1973 were very similar to those received in 1963. A general pattern emerged which does not appear to change very much from year to year. Like many schools today, these districts usually receive a large number of applications from beginning teachers. Therefore, these superintendents have been able to be very selective in the employment of teachers and competition for teaching positions in their communities is very keen.

Personality

There can be no doubt about the factor that heads the list of those considered by these suburban superintendents in employing beginning teachers. It is not the number or kind of courses the student has taken. It is not the grades the student received. It is the *kind of person* the applicant is. In both studies, personal qualifications was ranked number one. No other factor came close.

When asked to explain why personal qualifications are of first importance, superintendents generally point out that teaching is essentially an interplay between the learner and the teacher. It is a personal relationship. They say that a teacher is most successful when he or she is able to relate in an understanding and sympathetic way to students. Most children respond favorably to friendliness and enthusiasm. So do other teachers, administrators and parents. Successful personal relationships are often described as "the ability to work with people." Related personal characteristics include poise, appearance, and the ability to express one's ideas clearly. Taken together, these personal qualities can be called *personality*. Superintendents say that personality, or the kind of person the applicant is, tops the list of important factors in employing beginning teachers.

It is interesting to note that these personal characteristics are not related to the type or size of the college or university. They are not related to courses or grades. One does not develop personality by reading books or listening to lectures. It can even be said that what counts most in meeting course requirements, in securing necessary credits and in earning a degree is not what counts most in getting a teaching position.

The importance of personal qualifications in being employed as a teacher should be a matter of concern to some college students and graduates. It may be necessary to make a careful self-appraisal to determine the degree to which the candidate has the required personal qualifications. Especially important is a sincere interest in children and youth and a desire to be helpful to them as a teacher. Unfortunately, some students have decided to qualify for teaching because this is the best way to capitalize on an academic major or because a teaching position in a certain community will meet personal needs. Perhaps it is possible that, if we have an over-supply of teachers and if those least qualified do not find teaching positions, the profession will be strengthened. It is also possible that the graduate who finds it necessary to seek employment in some other field will, in the long run, be happier and more successful.

Professional Education Courses

The second most important factor in the employment of beginning teachers in the judgment of suburban superintendents is the nature and extent of professional courses in education. It should be noted that a large number of these superintendents have elementary schools only. For elementary teachers courses in education are somewhat more important than for high school teachers. Nevertheless, the evidence indicates that these employing officials scrutinize carefully the professional courses the candidate shows on the resumé or transcript. Of special significance are courses dealing with atypical children and youth including those with reading problems, those with learning disabilities and those who are handicapped in other ways.

The high degree of importance which superintendents attach to courses in education may surprise those who feel that academic courses are of greater significance. It appears that newer teaching techniques and modern curriculum materials require a strong professional background. School problems in urban areas and in multilingual communities have created the need for special courses in preparation for teaching. Therefore, it is quite possible that candidates for some positions who have only the minimum number of professional courses in education may find it difficult to meet competition in today's market for teachers.

Teaching Field

When we consider all superintendents who reported their preferences in employing teachers, whether they hire elementary teachers, high school teachers or both, we find that third place on the list of important factors goes to liberal arts courses that represent a field of special interest or a major. For high school teachers, this is usually the teaching field.

Importance is attached to the field of major study because those who employ teachers are interested in the intellectual and cultural interests of candidates. They generally expect that a person with a college degree has concentrated to some extent on a particular subject. Usually, in the personal interview, they want to know why the applicant majored in a subject, history, for example. If the candidate says that he or she was interested in history, the employer may not be fully satisfied with the answer. He may ask, "What is there about history that led you to major in it?" This is an attempt to learn more about intellectual interests and, for teachers, intellectual interests are considered important.

Grade Point Average

Contrary to what some might expect, we must assign fourth place on the list to grades in college courses—the grade-point average. This does not mean that superintendents consider grades to be unimportant. It means that other factors are probably more important. Nor

does it mean that students should not strive for a high level of scholastic achievement. Good grades are certainly an asset, never a handicap, in getting a teaching position. What these superintendents seem to be saying is that *high grades alone are not enough.*

A good many employers of teachers consider college grades to be somewhat less important than some other factors because they fear that the student who has sought only high marks may have done so at the expense of other types of achievement, especially those relating to personal and social development. Success in teaching in the elementary and secondary schools usually depends on the ability to motivate and control students in groups and on the teacher's effectiveness as a person. None of these competencies is reflected in grades, with the possible exception of the grade in student teaching.

Extracurricular Activities

The suburban superintendents gave fifth place to experience in campus activities. Of special significance is leadership and active participation in various types of extra-curricular organizations. Election to an office by one's fellow students is considered to be an indication of leadership and the ability to work with people.

It appears that those who employ teachers are interested in achievement in campus activities as evidence which supplements their appraisal of the personal and social qualifications of applicants, since these qualities are not reflected in the list of courses or in grades which the student received. They point out, however, that there can be too much participation in outside activities if the student has neglected his or her studies. Like high grades, a large amount of participation in campus life is not enough.

Liberal Arts Courses

Based on responses from these superintendents, sixth and last place on the list of important factors in employing beginning teachers must be assigned to general liberal arts courses designed to provide a broad and cultural background. This finding is certain to disturb many faculty members and deans who have strongly defended the notion that a broad cultural background of the kind one can get in liberal arts courses should be a major objective of every college student and that such a background contributes significantly to almost any field of endeavor. They will find it difficult to understand why superintendents would place this factor last on the list. Many liberal arts students share their point of view. But the tabulation of responses from employers of both elementary and secondary school teachers shows clearly that this factor ranked sixth. This was also true ten years earlier when suburban superintendents responded to an identical inquiry.

It is possible that employers take for granted that college graduates have acquired a general and cultural background. If so, this factor may not distinguish one applicant from another in any helpful way. Also, one of the factors had to be last. This may not mean that it is unimportant, but merely that others were considered to be more important. It was noted while tabulating responses that some superintendents indicated that all of the factors are important and that it was difficult to rank them. Perhaps, therefore, it can be said that a broad cultural background is one of several factors in the employment of beginning teachers, all of which are important, at least to some employers.

General Observations

It should be noted that not all of the superintendents agreed on the relative importance of these factors. The order reported above represents group judgment, a pattern which emerged when individual rankings were combined. There is no assurance that a superintendent interviewing a particular candidate for a teaching position will place the applicant's qualifications in this order. Nevertheless, there was general agreement among these employing officers that some factors are of greater importance than others in hiring beginning teachers, and these factors have been identified.

Perhaps it will be of interest to know that those who employ college graduates for jobs in business and industry also consider personal qualities first in importance. They seek about the same kind of persons in whom superintendents of schools are most interested. Next comes courses which the graduate has taken. Courses are especially important for jobs in science, engineering, accounting and business administration. Grades are third on the list, followed by participation in campus activities. For business jobs, the kind and amount of part-time and summer employment is also considered.

Helpful Suggestions

One may ask what all of this means to the graduate who is seeking a teaching position in the public schools. Perhaps the following suggestions will be helpful:

Find a way to let the superintendent know why you want to be a teacher and what some of your professional goals and objectives are.

Be sure that the employer has evidence of your personal and social qualifications as a teacher. Especially important are statements by persons who have observed your work with children or youth.

During the interview, you may be asked to outline briefly your philosophy of education. Be prepared to do so.

Be sure to acquaint the superintendent with your experiences with groups of children or youth in which you exercised leadership.

Be prepared to explain why you chose your college or university, why you chose your field of major study and why you would like to teach in the superintendent's community.

Learn what you can about the school system and the community before the interview.

Most employers will seek assurance that you can deal effectively with behavior problems in the classroom. Be prepared to explain how you might handle a common one. If you were successful in doing so in your student teaching, explain what you did.

Be prepared to discuss some of the teaching procedures which you think are effective. Be able to state why.

Have a carefully thought-out answer to a question such as, "Are your grades a fair measure of your academic achievement?"

Submit a list of any offices you have held in campus organizations or some of your achievements as an active member.

THE TEACHER SELECTION PROCESS: WHAT REALLY HAPPENS

Dr. Alvin J. Schumacher
Administrator of Personnel Services
Kenosha Unified School District No. 1
Kenosha, Wisconsin

Somehow, at sometime, you began to think of teacher selection as something mysterious, a process embodying a certain mystique, surrounded by the aura of complexity and uncertainty. In fact, however, the process is rather simple and easily understood.

Simply stated, teacher selection is an organized way of sorting out from among candidates available those who appear to be the most likely to succeed as teachers.

Let's take a look at this entire process. How does it really work? What actually happens when you apply for that teaching position in school district *A-OK*?

First, we'll have to back up a bit. Before you even thought of submitting your application, someone or some group of individuals in school district *A-OK* made a decision regarding your candidacy. They had already established guidelines for the district regarding those characteristics or qualities which you would have to have in order to teach in their district.

Those guidelines may or may not be in writing, but they exist, at least in the minds of those who do the interviewing for the district.

Guidelines vary from one district to another. The value of specific characteristics sought in candidates weighs differently in one district when compared to the next. Nevertheless, in all likelihood certain qualities or characteristics are a part of nearly all guidelines. These will include good physical and mental health, enthusiasm for teaching, willingness and capability for assuming considerable responsibility, ability to communicate and relate well with others, sound judgment and reasoning, empathy, industry, self-esteem, certification probability, and so forth.

It is the author's opinion that the more significant qualifications will be those which define the candidate's personality. Generally, the author believes in the assumption that a candidate who has been successful (good grade point average and recommendations) in a reputable college or university educational and academic program is not likely to fail as a teacher because of insufficient subject matter knowledge. Rather, failure, if it happens at all, is more likely to occur because the teacher has trouble relating well with other people (students, parents, other teachers, administrators), lacks the necessary initiative to provide leadership in a classroom, simply has no real purpose, motivation, or direction, or is weak in other important positive personality traits.

Whichever characteristics were identified as most important by officials in school district *A-OK*, the superintendent or personnel administrator has them in mind when your letter of inquiry reaches his desk.

A-OK's vacancy has been advertised, of course, in college and university placement offices. In fact, you probably learned of the vacancy from a career counselor, and the counselor may have assisted you also in the preparation of your letter of inquiry and résumé.

At any rate, your letter reaches the desk of the personnel administrator in *A-OK*. It is read and a decision reached that your candidacy for a position in the district will receive further consideration.

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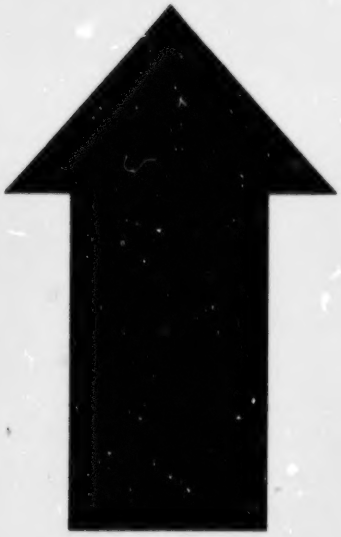

HOW TO GET A JOB IN A TIGHT JOB MARKET

by

James L. Galloway
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Prospective teacher graduates for the most part are aware of the current job market and projections of the next few years. To many, it is a traumatic experience to realize that after four years of study and the ambition to teach, one might be thwarted by a recessed market. Today, more and more graduates are discovering that it is increasingly difficult to find and secure a teaching position. This is a far-cry from the fluid job market of four–six years ago. There are many reasons for the oversupply. One can point to decreased birth rates, the numbers of teachers graduating from colleges in the last ten years, and other reasons. In light of these conditions, it behooves graduating teachers to evaluate the market, take an inventory of themselves, and plan an aggressive job campaign.

As beginning teachers, one must realize that a four-year degree does not guarantee employment. The market is overcrowded in many areas and yet there are teaching areas where there are definite shortages. Presently, there is an oversupply in English, social studies, elementary education. and foreign languages while definite shortages exist in special education, industrial arts, math and science.

Students planning to become teachers should be aware that usually there are always positions open in practically any field for the top-notch graduate. The average and marginal student may experience difficulty finding a teaching job in the oversupplied areas.

Public schools, because of the situation, have become much more selective in hiring teachers. They are evaluating candidates much more stringently. Prospective teachers are judged on student teaching evaluations, grades, alternate teaching areas, appearance, maturity, motivation, personality, extra-curricular activity, and personal recommendations.

In many cases, the teacher who has limited his teaching subject area might find the job market even more limited. Teachers can certainly increase their marketability as teacher candidates in many of the oversupplied areas by increasing the scope of classes they are qualified to teach. In this regard, a teacher who has majored for example in men's physical education, would have greater employment possibilities if he would have a strong minor such as industrial arts, science, or math. Additional course work during the summer or at night would give the candidate more options in today's job market.

In the past few years, fewer and fewer school systems have recruited teachers on campus. Not only are their needs reduced, but they no longer feel that it is necessary to spend the money to send recruiters to campus. In addition, most school systems today are besieged with applications by mail and in person from prospective teachers.

Graduating teachers should not solely rely on campus interviews to secure a job. One must use ingenuity, be resourceful, and use every attack possible to find a position. This does not suggest that candidates not take advantage of campus interviews, as this is one of the best approaches. A candidate should take as many interviews as possible.

Prior to the job campaign, it is prudent for you to analyze yourself. It is important to assess your strengths and weaknesses, to decide on what you want to do, where you want to go, what your personal limitations are, and what alternatives you might want to consider.

The next step is to take advantage of many of the resources and people who could assist you in finding the *right* job for you. Talk to your placement staff, faculty, friends, school administrators and teachers. They will be quite willing to give you as much assistance as they can offer.

Before engaging in your campaign it will also be necessary for you to collect and secure such forms as credentials, recommendations, and transcripts. Gathering this important and necessary information *early* helps eliminate future problems. A note of caution: prepare credentials and supportive data with care. Sloppy, poorly prepared documents can reflect upon you as a person and could possibly mean the difference of whether or not you are hired.

Preparation of a résumé is an important task. An effective résumé can sell you if told in a concise, attractive format. Before writing such a résumé, you must understand yourself, your potential and aspirations. This important document prepared with care and organization will represent *you* to the potential employer. It is advisable to have your résumé printed or offset. An attractive format is an asset. This approach will probably not cost you a considerable amount of money but the funds you spend to seek employment should be considered an investment, not an expense. If you are to expose yourself to a great number of employers, you have to be prepared to spend money on typing of letters, envelopes, stationery, postage, résumés, and follow-up. There are excellent books and guides to use in preparing a job-winning résumé. Many times, however, the unusual format, content, and packaging of a résumé is the factor that will catch the eye of the employer. Therefore, put some time and effort in the preparation.

Letters of application are equally important in your job search. Prepare a good letter. Write it to sell you as a candidate. It should be an original, typed, single spaced, one page document addressed *to a specific person* if possible. There are a number of good resource books to which you may refer in formulating your letter of application. You may also consider using the pre-introductory letter prior to an interview and certainly the post interview letter to the individual. Follow-up of this nature is not only courteous, it might be the deciding factor in hiring you over another candidate.

Preparing for the interview, whether it be on campus or at the school site is obviously an important step. Most school systems will require at least two interviews. In preparing for interviews, research the school system as much as possible. Ask yourself such questions as: what is the reputation of the system, what is the assessed evaluation within the system, what has been the history of the community backing the system financially and in other ways, what is the organizational structure of the school, what is the pupil-teacher ratio, what are some of the benefits and services provided in the area of support to the teacher, and many other important considerations. The prospective candidate who does his homework prior to the interview will have a distinct advantage.

The interview itself can be a rewarding, stimulating experience. Candidates should be prepared to answer some of the following types of questions:

- What is your philosophy of education?
- Why did you select teaching as a career goal?
- How would you handle such problems as motivation, discipline, parental concerns?
- Why do you want to teach in our system?

In addition, the interviewer will be attempting to discover what you as a candidate feel about commitment to education. Attention should be paid to stressing your strengths and motivation. Concern should be paid to not being critical of others or placing blame for your record on others. Naturally, appropriate dress, attitude, and grooming are extremely important parts of your overall image.

Follow-up on all interviews and letters of application is a must. Too often candidates fail to adhere to this important aspect of the employment procedure. To sit back and wait for a reply many times eliminates candidates from serious consideration! In today's job market, you *must* be aggressive and follow-up on all contacts. Many times candidates feel that they shouldn't bother the employer after the initial contact. Instead, the candidate should make certain that the employer knows he is interested in a position.

The following is a list of other suggestions which should be considered in preparing to seek your first position:

1. When will you be available for employment?
2. Be geographically flexible and mobile. Restricting yourself to particular geographic regions will restrict your job possibilities. Seeking positions in areas of the country such as California, Denver, Miami, etc. is difficult due to the numbers of other candidates looking for positions in these regions. Teaching positions in rural areas presently exist because of location in many cases.
3. Try not to restrict yourself to grade level selections, school size, teaching responsibility. Every time you become more selective, the odds will fall accordingly.
4. Develop a portfolio of as much information about you as possible to take with you to interviews. Such items as a résumé, biographical sketch, reference letters, transcript, student teaching report, lesson plans, etc. will assist you in selling yourself.
5. Start now to get ready for your campaign. Don't wait until the last minute and then decide that you need a job. It may be too late.
6. Keep a record of interviews and application letters sent. Follow-up at pre-determined time periods on each contract if you do not have a response.

7. Don't panic if you don't have a teaching job by June. More and more, teaching positions are opening in July and August as teachers resign late to accept other positions. KEEP IN TOUCH WITH YOUR PLACEMENT OFFICE regularly to advise them that you are still actively looking.
8. Keep your placement credentials, résumés, and other information up to-date. Especially in case of changes in marital status, address, telephone number, and additional education or experience.
9. Avoid too much emphasis upon salary, fringe benefits, or your desire to pursue a graduate program. Your main emphasis should be in obtaining that best position for you.
10. Honor contracts! If you sign a contract, ethically and sometimes legally you are bound to adhere to your decision. Violation of such might jeopardize future job considerations and possibilities.

SOURCES OF JOBS:

Every source possible should be utilized by the prospective teacher. Some of the following are examples:

1. Your best possible source is your Placement Office. Most school systems today recruit their teachers through campus interviews or through the use of vacancy announcements sent to placement offices.
   Follow-up on job vacancies as soon as possible.
2. Make up a list of all possible systems in which you may have an interest.
   In addition, devise a list of school systems that would be possibilities after you have exhausted all your primary interest contacts. This would include out-of-the-way employers, small, rural, and other types of employers.
3. Follow newspaper, journal, and other types of advertisements. Contacts of this nature are sometimes very productive.
4. Talk to your advisor, faculty, or chairman to determine if they have any contacts, friends, or leads that you might investigate.
5. Contact Chambers of Commerce for information about school systems in the area.
6. Use directories listing the contact person in each school system. Make sure that the directory is current. Addressing an inquiry to a person no longer in a position can sometimes damage your chances.
7. Placing ads yourself in newspapers is not effective for teacher candidates. Often you are besieged by employment agencies, salesmen, peddlers and the like.
8. Private employment agencies normally have a fee attached to placement. Persons registering with these agencies should be cautioned to read the contract thoroughly and understand all phases of the negotiation before signing!
9. The United States Employment Office is a nationwide network which services professionals and is free of charge.
10. Some off-beat methods sometimes work but should be seriously thought out before doing anything radical. For example, telegrams and telephone calls sometimes will direct attention to you as a candidate. "Wanted" types of posters in the form of a résumé. Unusual color, style, format, paper, etc. for application letters and résumés at times are effective.
11. The more letters, interviews, and contacts you make, the better your chances. The law of averages will come into play. So, don't limit yourself. Be prepared to invest time and effort in finding the job you want.

When you are fortunate enough to locate a position and you are in need of a sounding board and listener, your placement officer can be of assistance to you in this decision-making process.

After you have been offered a contract, read it and decide whether you want the job. If you sign the contract, you should advise all other employers of your decision. In addition, notify your Placement Office so that they can take your name off the active list.

These suggestions are possibilities. If they work—great. The job-hunting game is an exciting one if you make it such. It takes time, money, perseverance, action, thought, preparation, and H-A-R-D W-O-R-K. If you are turned down time after time, don't give up. If you adhere to some of the suggestions made in this article, your chances will be enhanced.

The investment you make in seeking a job is small when you consider that you have already invested probably over $12,000 and four years of your time to obtain a degree. This outline for you as a prospective teacher in a tight job market has attempted to describe what to expect and how to do it in the process of seeking employment.

UTILIZE YOUR PLACEMENT OFFICE

GET AN EARLY START

Your Interview--

BE PREPARED !!

Robert E. Jones
Assistant Director
Career Planning & Placement Center
Eastern Illinois University
Charleston, IL 61920

THE INTERVIEW:

The Most Important Single Part of the Employment Search—**BE PREPARED!**

The interview is usually the last and most decisive part of your campaign for a teaching position. Initial contacts by letter and resume, by telephone or by personal contact along with credentials and a transcript are a necessary part of your campaign; however, the interview usually determines which candidate gets the position.

One cannot minimize the importance of the interview. In the March, 1977, *AASPA Bulletin* an article, *"Interview Remains as Major Screening and Selection Device,"* notes the Northwest Missouri State University reported that seventy-nine per cent (79%) of 354 school districts surveyed rated the personal interview "high" as a screening factor in teacher selection. The same article further states that Prentice–Hall reported that 6 out of 10 (63.8%) of the resopndents in their survey said the interview was the most important employer selection procedure. The Career Planning and Placement Center at Eastern Illinois University had 280 respondents to a survey conducted in Illinois. It was found that respondents rated the interview as a "very high" priority factor in teacher selection.

Here at Eastern Illinois University a centralized placement service is operated to serve all graduates and alumni. It has been interesting to observe the changes in job campaigning necessary to secure a teaching position since the days of low supply-high demand. Candidates for non-education positions have long found a well planned and prepared campaign necessary to secure positions. Education candidates had little difficulty securing teaching positions until the late 1960's. Prior to the over-supply, teacher candidates simply appeared for a scheduled interview. Little preparation was necessary. The 1970's, with the great over-supply of teacher candidates in most fields, have necessitated a different approach if candidates secure a teaching position. Education graduates have or are learning the importance of preparing good letters of application and a resume. Candidates have found that the competition for positions requires development of skills and techniques to sell themselves to school administrators in the interview situation. Many publications have been put on the market to give expertise in all aspects of job campaigning. Many articles and publications have excellent lists of questions to expect in the interview situation. It is advisable to peruse such listings. However, experience indicates that preparing for the interview with specific questions is not enough. Feed-back from candidates being interviewed points out that often questions studied never are asked. The advice being expounded here is to *"Be Prepared"* for whatever might develop in the interview.

The following are suggestions on getting yourself ready for that crucial personal interview. When you sit down in the interview situation, "eye-ball to eye-ball," with the school administrator(s) remember that school administrators are basically attempting to find out four things: how will you as a teacher work with the boys and girls in this school, how will you work with the other faculty members, how will you work as a team member with the administration, and how will you work as a member of this community. Two hundred eighty employing school administrators in Illinois ranked these five items as what they most seek in candidates:

1. Motivation and enthusiasm to teach boys and girls
2. Preparation generally and subject area preparation specifically
3. Personality
4. Ability to work with people
5. Self-confidence and maturity.

Be Prepared:

- With a biographic sketch often interviewers begin with statements like "tell me about yourself."
- To discuss your student teaching experience(s). Strengths and weaknesses evidenced in student teaching should be realistically appraised.
- With a philosophy of Education—a brief statement of your ideas on goals and purposes as a teacher are often adequate.
- To discuss your professional views of such subjects as:
  grading
  discipline
  lesson planning
  individualized instruction.
- With meaningful questions—good questions often develop from and about the discussion. "Turn-back questions" are often effective. An example would be: you are asked for your views on discipline—give them. Afterward, ask about the school policies or views on discipline. A candidate should be able to compile a sizeable list of questions he/she would like to have answered. Some might be on such things as:
  faculty of the school
  program(s) now existing—future plans
  assignment of classes
  extra-curricular assignments
  budgets—especially if in a specialized field.
- To handle "shock" questions—not often are these encountered but one should be aware that "shock" questions are sometimes used to get your reaction.
- To answer hypothetical situation questions—these are the "What would you do if ....." questions.
- To be conversant about texts, programs, and curriculum studies in your field of specialization.

Most interviews will be informal as opposed to formal in nature. One should be cognizant however of such interview techniques as the "stress interview" and the "structured interview." Your university Placement Center can assist you if you need further information on these types of interviews.

Tips for Interviewing:

1. Follow the cues given by the interviewer. Let the interviewer take the initiative. Usually you can tell what the interviewer expects very early in the interview. You may need to be a talker, but you also may find you need to be a listener.
2. No two interviews will be exactly alike.
3. The interview is a two-way process, do your share of talking if allowed. Remember you must sell yourself just as a business sells its product to the consumer.
4. Avoid too many "yes" or "no" answers.
5. Try to be friendly and relaxed.
6. Be frank and sincere.
7. Think about the interview from the interviewer's point of view.
8. Make sure of name and title of interviewer(s). Call by name, if possible. Use later for a follow-up note.
9. Be concise and prompt with your answers and questions. Don't be a compulsive talker.
10. Terminating the interview may be as important as a good first impression:
    Thank the interviewer for his time and consideration
    Know the next steps to be taken by you.

In summary let us look at just a few of the interview pointers that are very significant.

Interview Do's:

1. Be prepared—do your homework. Know as much as possible about the community, school and school programs.
2. Appear on time, well groomed, look and act like a teacher.
3. Express enthusiasm, optimism.
4. Express clear professional goals.
5. Give evidence of interest by asking questions.
6. Be courteous to everyone. Secretaries can be very important.
7. Be prepared to discuss social issues intelligently.
8. Let the interviewer know if you are really interested.
9. Clarify future follow-up arrangements.
10. *Again*, make sure of the interviewer's correct name and title.

Prepare for and have interviews. If you are prepared you probably will find the interview an enjoyable experience especially after you have two or three interviews.

OVERSEAS

TEACHING OPPORTUNITIES

Priscilla A. Scotlan
Assistant Director
Career Planning and Placement Center
University of California
Berkeley, CA 94720

Overseas teaching opportunities have changed drastically in recent years. Opportunities exist, but the candidate seeking overseas employment should utilize the services offered in a college or university placement office.

In this period of teacher oversupply, overseas schools are demanding the same competencies and skills that are required by any school district in the United States. Moreover, these employers are interested in well-recommended, highly qualified candidates who will be accepted by staff and community as excellent teachers and positive representatives of the United States. In most cases the single, experienced teacher (at least two years) with excellent references and preparation in a subject matter shortage area will be the candidate most likely to succeed. In some cases well-recommended teaching couples are preferred.

Two major sources of overseas employment include the Department of Defense Overseas Dependents Schools and the American sponsored Elementary and Secondary Schools assisted by the U.S. Department of State.

The Department of Defense Dependents Schools provide educational opportunities overseas comparable to those offered in the better school systems in the United States. There are approximately 300 elementary and secondary schools located in 27 countries around the world, with an enrollment of 170,000 students.

Qualifications for employment in a Department of Defense school include: U.S. citizenship, B.A. degree from an accredited institution, 18 semester hours in education, a valid teaching certificate and one year full time teaching experience within the past five years.

The acceptance of applications generally closes on January 15 for the school year beginning the following September. Teachers interested in Department of Defense teaching positions should request the announcement, which includes the application forms, by late fall. Inquiries and completed applications should be directed to:

The Office of Overseas Schools of the U.S. Department of State provides assistance to independent overseas schools which meet certain legislative criteria. There are approximately 140 overseas schools educating dependents of U.S. Government personnel stationed abroad. These schools usually have bi-national or international student bodies with an up-to-date U.S. approach to curriculum and instruction. Placement offices in this country will have the most current lists of these schools. The listing includes the name of the director, school size, grades, and a mailing address.

DoD Dependents Schools
2461 Eisenhower Avenue
Alexandria, Virginia 22331
Attn: Teacher Recruitment

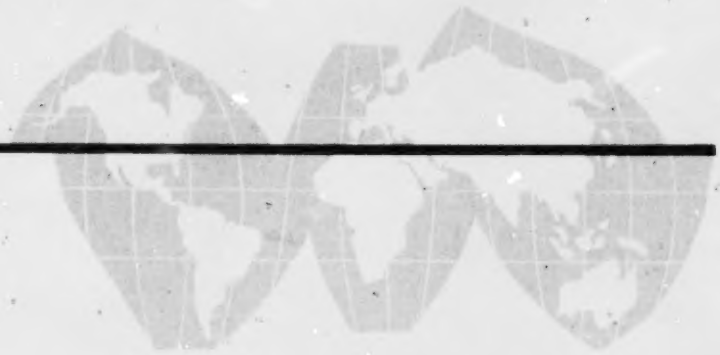
When these schools hire Americans, they insist upon experience and excellent recommendations. Some of the schools have established "sister school" ties with districts in this country. Many of their new overseas staff are then recruited from the "sister" district. These overseas schools usually recruit in the period of November and December. Many interviews are conducted throughout the United States in February and coincide with annual professional meetings. School districts here usually give their employees one or two year leaves of absence to work abroad.

A list of these overseas schools (if not available in your placement office) can be obtained by writing:

Office of Overseas Schools
Room 234, SA-6 (A/OS)
U.S. Department of State
Washington, D.C. 20520

The Teacher Exchange Program authorized by the Mutual Educational and Cultural Exchange Act of 1961 (Fullbright–Hays), has opportunities for currently employed elementary and secondary teachers. They include summer seminars and full year educational exchanges. Basic requirements are: U.S. citizenship, a bachelor's degree, three years of teaching experience for one year positions and two years of experience for seminars. Most of these positions are on an interchange basis, APPLICANTS MUST BE CURRENTLY EMPLOYED. Applications should be made before November 1. A brochure and application forms may be obtained in September by writing to:

Teacher Exchange Section
Division of International Education
U.S. Office of Education
Washington, D.C. 20202



The Peace Corps is currently recruiting experienced teacher volunteers especially in the areas of Math, Science, Industrial Arts, and Vocational Education. Other teaching assignments include Special Education, Curriculum Development, and Teacher Training. Oftentimes, the Peace Corps will recruit and/or send recruitment information to numerous colleges and universities. Be sure to check with your college placement office or write:

Peace Corps
ACTION Recruiting
812 Connecticut Avenue, N.W.
Washington, D.C. 20525
or call toll free: 800–424–8580

The number of business firms operating elementary and secondary schools at their overseas locations has decreased. For a complete listing of American firms abroad please refer to the *Directory of American Firms Operating in Foreign Countries*

For several years, Australia, particularly Victoria and New South Wales, recruited large numbers of elementary and secondary teachers. Recruitment efforts now, however, are virtually at a standstill as Australian teachers have increased their own academic preparation. There may be an occasional need to recruit American teachers. Interested candidates are urged to check with their educational placement office for the most recent information.

Anyone seriously interested in teaching overseas should:

1. Visit your college or university placement office. Talk to your advisor, and read all the available publications;

2. Check with your local school district for publications to determine whether or not your district has a "sister" district arrangement and

3. Call the consulate of a particular country that you are interested in and determine if this country is recruiting American teachers and if you are really interested in living there.

One step that could be added is: be persistent and thorough, be prepared to do an excellent job as a representative of this country in a foreign nation.

This brief overview of overseas teaching opportunities has not covered all possible opportunities and alternatives. The overview does not describe other U.S. Government or international agencies that employ staff. For instance UNESCO was not included because UNESCO is, in the main, looking for individuals with a doctorate who have had extensive teaching or research experience in specialty areas at the university or college level. The United States Information Agency does recruit teachers of English as a foreign language. These teachers usually must be fluent in the language of the host country.

Additional Publications

Bowyer, Carlton H. and Fox, Burton B., *Teaching Overseas. The Caribbean and Latin American Area,* Inter-Regional Center for Curriculum and Materials Development, Barranquilla, Columbia, South America.

Dilts, Howard and Hulleman, Harold, *Teachers' Guide to Teaching Positions in Foreign Countries: 1974,* P.O. Box 514, Ames, Iowa 50010.

Faulker, Howard M., *International Teaching, Complete Overseas Opportunity Information and Employer Directory, 1974,* P.O. Box 292, Gorham, Maine 04038.

Mathies, Lorraine and Thomas, William G., *Overseas Opportunities for American Educators,* MacMillan Information, New York, 1973.

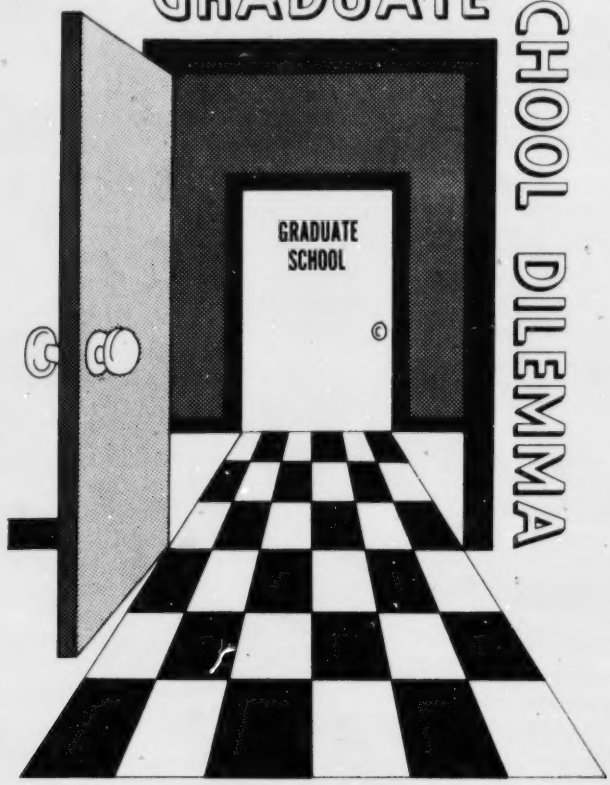
McIntyre, Patrick, *American Students and Teachers Abroad,* Department of Health, Education and Welfare Publication, U.S. Government Printing Office, #(OE) 75–19003, Washington, D.C. 20402.

Handbook of International Education, American Association of Colleges of Teacher Education, One Dupont Circle, Washington, D.C. 20036.

Looking for Employment in Foreign Countries Reference Handbook, World Trade Academy Press, Inc., 50 East 42nd Street, New York, New York 10017.

Schools Abroad, Porter Sargent Publishing, 11 Beacon Street, Boston, Massachusetts 02108.

THE GRADUATE SCHOOL DILEMMA



Dr. Larry R. Routh, Director
Career Planning and Placement Office

Ira Tolbert, Director
Graduate Educational Opportunity Program

University of Northern Iowa,
Cedar Falls, Iowa

Are you considering attending graduate school? If so, this article will give you suggestions on how to gain admission.

Personal Assessment

Before applying for admission you should undergo a hard-nosed assessment of your current situation. First, do you want to attend graduate school or is this simply an attempt to delay making career decisions? Most graduate programs want people who have developed some career direction or have a "real passion" for further study.

Is now the best time to pursue a graduate education? If you have major financial problems or are unsure of your desire to continue academic studies, perhaps it would be wise to wait a few years. Of course it may be more difficult later for you to attend graduate school with family responsibilities or problems interrupting a career.

If after a careful personal assessment you are still enthusiastic about attending graduate school, read on.

Selecting Targets

Which graduate school should you apply to? You may begin answering this question by visiting with professors who know something about graduate education in your area of interest. Ask for their recommendations on schools that fit what you are looking for.

"Is the graduate school reputation important to me?"

Consider applying to schools that vary in their reputation and size of program. For example, find colleges or universities with relatively small departments that are conducting quality graduate programs even though they have not become well known. One way to discover such programs is to focus upon people who have demonstrated competence in their academic field. Look for the graduate school affiliation of faculty who publish, make presentations at conferences, or in some way demonstrate academic achievements.

"Do I prefer certain geographic areas?"

Perhaps you should consider programs that are located in rural as well as urban settings, near the mountains or oceans, in the United States or foreign countries.

"Will I need an assistantship, fellowship or grant?"

It's important to be realistic regarding graduate school expenses. Don't overestimate your earning power while attending graduate school.

"Do I want to remain in my undergraduate academic area or would I prefer to pursue new directions of study?"

Examine whether you would prefer programs that provide *breadth* (history of ideas, philosophy of the social sciences, humanistic studies) or *depth* (linguistics, operations research, eighteenth century English literature).

Use the campus grapevine to identify faculty who have recently completed their doctorates and one or two old and experienced codgers with a reputation for excellence in teaching or research. Discuss with them the graduate programs you are considering. Be certain to also contact former professors, possibly ones who excited you in previous courses, and schedule a meeting with them to assess your capabilities.

Don't simply accept the recommendations of professors without checking further. Remember that every source of information, even from professors, provides bias.

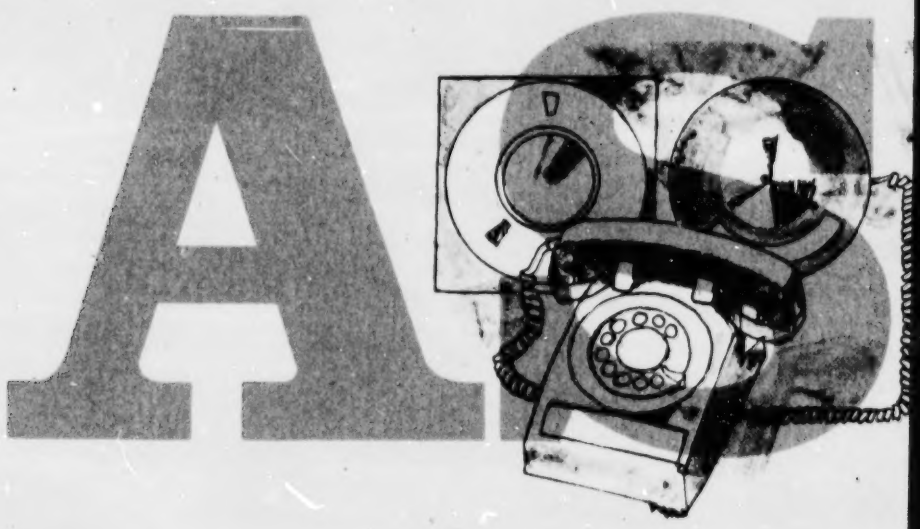
Strategies for Admission

If you are interested in gaining admission to a reputable advanced degree program, you are more likely to attain the goal with a well developed strategy. A strategy for admission is necessary because there are numerous possibilities throughout the country and you have probably acquired competencies sufficient to enter many quality programs.

To develop your own unique plan you must recognize the inter-relationships among departments, admission, and financial aid offices and answer the question "How can I tap the egos of the respective persons who have authority to screen me in or out?" To further develop a strategy you may wish to consider the following:

1. Begin obtaining detailed information on graduate programs by reviewing directories such as:
   The Annual Guide to Graduate Study by Peterson's Guides, Inc.
   The College Blue Book published by CCM Information Corporation
   Guide to American Graduate Schools by Livesey and Robbins
   Some professional organizations such as the American Psychological Association also publish guides to graduate study.
2. Identify where graduate bulletins are located on your campus. You may also write for graduate bulletins by sending a post card to the Graduate School Admissions Office. Identify the subject areas of interest to you and request a copy of their bulletin. Also request application materials and information regarding financial aid. Critically read the bulletins to identify how the schools measure up against your priority concerns.
3. Take the time to draft a two or three page letter to delineate a program and one or more options (sub-fields) which interest you. Check the graduate bulletin to ascertain if the professors are listed with course descriptions and, if they are, forward your letter to the one who teaches courses especially appealing to you. Send one of your term papers if it really is a good indication of your literary strength. If you express yourself cogently in conversation, contact the professor closest to your interest, set a date and time to call (arranged by letter), or visit the campus when resources permit. You should not hesitate to be aggressive or disagree with any point the professor makes; your ability to do this in good taste and to articulate your own position could help you obtain admission at many institutions.
4. Your chances of obtaining a graduate fellowship or assistantship normally depend on previous performance. Grades, standardized test scores, references, and your undergraduate school reputation are relative matters in the admission process. If you have played around in your undergraduate courses, be prepared to capitalize on the quirks in your record (very high college board scores, a high GRE or MAT score; two semester courses in which you earned C's or D's the first term and B's or A's during the second).
5. Begin applying early in the fall of your senior year. Some graduate schools have December or January deadlines for financial aid application. Don't underestimate the amount of time and energy it takes to complete application forms.
6. Apply to a good cross-section of colleges (public, private, small and large) in different regions of the country. Remember that your undergraduate professors are aware of only a small percentage of graduate programs and therefore will only recommend a few.

While graduate degrees do count, their value depends upon the skills you acquire. Your chances of success in graduate school will be improved if you have been careful in your selection of a program which has potential for meeting your unique needs, interests, and goals.



CODE OF ETHICS

Revised *Ethical Standards and Procedural Guidelines in Educational Placement* were adopted at the 1967 ASCUS Convention in Detroit. These standards have been up-dated to conform with recent federal legislation and are given below:

Ethical standards should assist in clarifying certain procedures, by encouraging sound practices in keeping with the high level of professional integrity sought by all persons involved in educational staffing.

Ethical standards begin where legal provisions governing conduct leave off. Consequently, a member of a profession acts or refrains from action, not because he is legally compelled to act or is restrained from action, but because his professional spirit and the ideals of service of his profession dictate his action.

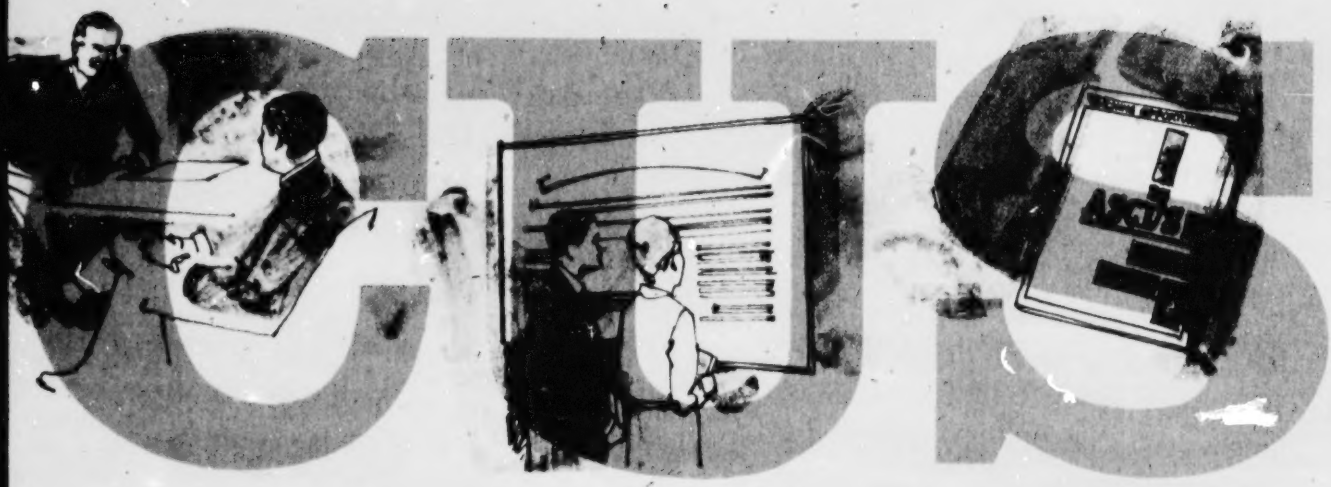
Changes in staffing procedures take place periodically as the supply-demand factors vary. The heavy demand for teachers and other school personnel often produces a seller's market which prompts many candidates to become unduly independent and many employers to relax their standards when seeking personnel.

The basic purpose of the employment function continues to be:

> To enable schools, colleges and universities to employ the highest quality personnel available by assisting beginning candidates in securing positions in which they can be effective and happy, and in aiding experienced personnel in securing positions of increased responsibility and opportunity consistent with their capacities and abilities.

We, as professional placement people in colleges and universities throughout the United States of America, affirm our beliefs that placement is an integral part of the educational program — a function that complements and supplements the curricular programs in the complete fulfillment of the educational objectives of the institutions served. We believe that the professional framework in which the candidates, employing officials and placement officials operate must reflect high standards of integrity and conduct on the part of all concerned.

The following statements of ethical standards and guidelines are designed to create an atmosphere within which the individual, society and the profession may be served to the fullest.



RECOMMENDED ETHICAL STANDARDS OF PERFORMANCE FOR PLACEMENT OFFICIALS

EDUCATIONAL PLACEMENT OFFICIALS SHOULD:

1. recommend candidates on the basis of merit and competency in keeping with their qualifications and job specifications, without regard to race, religious belief or national origin.

2. furnish employers with complete, accurate and unaltered information in the placement papers of registered candidates.

3. possess the background and experience necessary to understand the registrant's problems and to counsel him intelligently and with good judgment but to avoid undue influence respecting the selection of jobs.

4. have a sufficient staff to allow for adequate professional counseling to advise applicants on proper placement and employment procedures, including their legal, ethical, and professional obligations.

5. encourage candidates to explore a reasonable number of employment opportunities and to exercise good judgment concerning the number of times they request their placement papers be forwarded to prospective employers.

6. transmit placement papers only to qualified employers, to other college placement offices, or to such other persons who have recognized professional responsibilities to the schools.

7. provide space and facilities for campus interviews, and inform employers in advance if the number of interested applicants does not appear to justify a scheduled interview date.

8. keep adequate statistics on supply and demand factors, reactions of employers to the preparation of candidates, follow-up information regarding graduates and any other pertinent information that is helpful to those involved in the preparation of teachers.

9. be oriented, along with their clerical staff, with respect to the importance of their role in establishing and maintaining good public relations between their institution and other universities, colleges and public schools.

10. establish good rapport and adequate communication between the placement office and other departments on the campus.

11. keep the college or university administration informed of the service being provided to the students and to the employing institutions.

12. maintain membership in state or regional and national placement associations in order to keep abreast of the trends and activities being carried on in the field of service in the teacher employment area.

13. maintain close relationship with professional organizations which have to do with persons for whom they provide service.

14. encourage all candidates to keep their placement papers up-to-date.

RECOMMENDED ETHICAL STANDARDS OF PERFORMANCE FOR CANDIDATES

CANDIDATES SHOULD:

1. view teaching as an important profession requiring a high degree of competence and dedication as well as personal integrity and responsibility.

2. establish and maintain placement papers with the institutional placement office at the college or university at which formal training was taken.

3. assume responsibility for seeing that all personal obligations with reference to certification, transcripts and other required documents are in order.

4. seek advice and counsel from responsible persons in institutional placement offices as to proper professional procedure in applying for positions.

5. keep the placement office fully informed as to the progress that is being made in obtaining a position.

6. use good judgment in seeking a position where teaching can be done in area(s) of competence and where maximum skills may be utilized insofar as is possible.

7. present themselves in an acceptable manner when interviewing and when on the job — this reflects on the institution at which they were trained as well as upon himself and his profession.

8. answer promptly, in a business-like fashion, all communications from the placement office and employing officials.

9. apply only to officially authorized employing officials when seeking a position.

10. apply for each position on its own merits and avoid pitting one offer against another.

11. understand and work within the policies and procedures of the college placement office.

12. sign but a single contract within a reasonable time after it has been issued.

13. notify the placement office and employers immediately upon accepting a position or being no longer available for further consideration.

14. respect other candidates by making no adverse comments about them.

15. adhere to the conditions of verbal agreements and written contracts, and to the terms of an appointment, until they have been terminated legally or by mutual consent.

RECOMMENDED ETHICAL STANDARDS OF PERFORMANCE FOR EMPLOYERS

EMPLOYERS SHOULD:

1. provide as complete a listing and job description of openings as can be given.

2. adhere to the practice of definite and early scheduling with college and university placement offices.

3. request placement papers only for candidates in which they are truly interested.

4. keep the trust under which confidential information is exchanged.

5. keep placement offices informed of the status of position openings which have been listed with them.

6. conduct employment negotiations only with candidates who are not under contract or who have received prior approval of the current employer.

7. present all potentialities of the situation to applicants as fully and fairly as possible.

8. report promptly to the placement office, if possible before the stated hour of the interview, in order to have time for proper briefing for the day.

9. keep all interviews within prearranged time limits and respect the working day and hourly schedule of placement officials, especially at the close of the day.

10. provide in written form clear statements concerning contract procedures and steps for the applicant to follow in making application.

11. keep the interview at a "conversational" rather than at an "inquisitional" level.

12. provide information as to the status of an application at dates requested by the applicant.

13. employ the best possible candidates regardless of race, creed, color, sex, age or national origin.

14. make clear to applicants, at the time of assignment, the type of community, school and position to which the assignment is being made.

15. report to placement offices the names of persons employed.

16. advise those applicants seriously considered but not chosen for a particular job and express appreciation for their effort in making application.

LETTERS

Richard Osborne
Director
Career Planning & Placement
Fort Hays Kansas State College
Hays, Kansas

Business correspondence assumes an importance which should not be minimized by job applicants. It is the letter which in many cases establishes the first contact, and the impression it leaves may be crucial with respect to further developments. Correspondence may be classified as falling into one of the following categories: Letters of Inquiry, Letters of Application, Letters of Acceptance, and Letters of Refusal.

Letters of Inquiry: The letter of inquiry should be considered exactly for what it is—a request for information. It should be anticipated by the writer that such a letter may or may not be answered. Most of the time a letter of inquiry will impose a burden on the administrator and his staff and add to the expense of the operation of the institution. In general, a letter of inquiry should be sent if the prospective candidate is searching for a new geographic location.

Particular care should be taken to insure that the letter of inquiry does not become a letter of application for a nonexistent position.

Letters of Application: A letter of application should serve four purposes:

1. Making a good first impression.
2. Causing the prospective employer to want to interview the writer.
3. Selling the idea that the applicant has something to offer and that it will be to the employer's advantage to consider hiring him.
4. Presenting one's qualifications in an original and organized manner.

The letter of application should have an attractive appearance:

1. It must be typewritten using a good quality bond paper.
2. It should be immaculately clean (no smudges, fingerprints or coffee rings).
3. It should be attractively set up, using a comfortable and familiar letter style.
4. It should appear to be an original letter, not merely an adaptation of a letter found in a book or from some other source.
5. It must be grammatically perfect and properly punctuated, with spelling carefully checked.

An application should perform the following functions for an applicant.

Establish a point of contact. The opening sentence shows the purpose of the application and provides information with respect to the manner in which the applicant learned of the position. It may mention the name of a person with whom the prospective employer is acquainted, an individual who has suggested that the applicant write. The opening sentence should be followed by a statement that the writer is applying for the position. The fact that he is applying should not be left to suggestion or implication.

State one's understanding of the requirements of the position. If a person is making his first application, the understanding of the needs of the employer will come from general knowledge and what has been learned from intern and/or block experiences. If the applicant is a mature person of considerable experience, this section of the letter offers a chance to show his understanding of the nature of the work and his capacities.

Continued on page 37

"ALTERNATIVE CAREERS FOR EDUCATION MAJORS"

What Do Teachers Do When They Can't Find a Teaching Job?

Karel King
Assistant Dean/Director of
Counseling Services
Florida International University
Miami, Florida

New graduates of teacher education programs, in recent years, have experienced a rather frightening phenomenon: they have experienced the problem of not being able to find teaching jobs. Though this phenomenon is new to the current generation of college students, it is certainly not new to individuals who graduated twenty or more years ago. It is, in fact, a recurring phenomenon within the overall job marketplace.

Students who go to college to secure bachelor's or higher degrees should always be looking at the potential employment prospects for the career field they select. Within all career fields, however, it is also necessary to plan for alternatives. Many college students do not do much planning at all. It is unfortunate that a majority of college students in the early '70s were merely drifting along in the major fields they had selected to study and had not made any serious plans about what they wanted to do when they completed the college program. College graduates of the early and mid '60s had experienced such a plentiful employment outlook that all succeeding students drifted into an attitude that there would always be a smorgasbord from which to choose when their degree programs were completed. In reality, it has never been possible to simply drift along if a person really wants to be able to do something specific in life. It has always been necessary to think carefully and develop a plan of action for entering a particular career and for securing the right employment start within that career.

It is true, however, that a strange circumstance did take place within the classroom teacher employment marketplace during the late '60s and early '70s. Although it was totally predictable that the birth rate was declining and the number of teachers would decline, the turnaround occurred much sooner than had been anticipated. As a result, many people were stunned when they were unable to locate positions. Schools of education have had to reduce the numbers of students being admitted and in some instances, programs have been curtailed or eliminated.

Most students entering college, in the mid 1970s were aware of the employment marketplace. Most such students inquired of career planning and placement offices about supply and demand before choosing majors and making commitments. It is still disappointing, however, to prepare in a given career field and then find that, despite careful planning, there may be limited openings and the job search will be frustrating.

In planning for a career in teacher education, there are several factors that students should keep in mind relative to the job search process. These factors are:

(1) The teaching profession, like all other professions, incorporates many skills, abilities and talents. Although an individual is processed through an educational program which leads ultimately to a teaching certificate, the individual has numerous skills and abilities that are part of the total package. An individual should think carefully about the skills and abilities he/she is bringing into a learning program, and as he/she proceeds through the program should continue to evaluate what new skills and new abilities he/she is securing. These skills and abilities will be utilized throughout life.

(2) Each individual, regardless of course of study, will undoubtedly change career directions several times. An individual who trains to become a teacher may begin a career in some other capacity and end up as a teacher. The educational training is not wasted regardless of what the specialization has been during the bachelor's degree program.

(3) The marketplace may be quite different when viewed locally, regionally, nationally, or internationally. The individual should give that serious consideration before choosing any career field and should also give serious consideration to being geographically mobile and flexible.

(4) Nearly all individuals have more than one specific love when it comes to learning. An individual who chooses a major in a science discipline may also have a related interest in mathematics, electronics or sports. Other or additional interests should also be taken into consideration when a major is being selected. To the fullest extent possible, the individual should develop those additional interests to provide possible, supplementary employment.

To further expand on the above listed factors, the college student who is truly dedicated to the concept of becoming a teacher should keep two specific concepts in mind. First, the student should give very serious consideration to expanding the major field of study to include related or cognate fields of preparation. Examples of these are: Secondary mathematics majors might specialize in computer science; elementary education majors might consider taking coursework in parks and recreation management or social work for daycare center management; English majors might consider classes in journalism or remedial reading; chemistry education majors might consider taking courses related to chemical or industrial engineering; music education majors might consider taking some business management.

The second serious consideration each teacher candidate must make is that of "leaving home" when it comes to seeking that first teaching position. The old adage that a "prophet is without honor in his own country" definitely applies to the teacher who is geographically tied to a specific school district. It often happens that a school system will hire a candidate from another state or possibly another region. This seems to happen frequently to teacher candidates who graduate from colleges and universities in a metropolitan area. Sometimes teacher candidates are more desirable to school districts in far away locations. Another aspect of this same consideration is that small, rural school districts have more difficulty luring teachers to their particular locale while the metropolitan areas in the country have surplus numbers of teacher candidates. Consequently, the individual who really wants a teaching career should consider beginning that career in a small, rural district.

When all options for locating a teaching position have been exhausted, the wise teacher candidate will have other options to consider. This means that the teacher candidate will have thought about those other areas of interest, skills, and abilities that were developed while attending college. One way to look at those additional options or "alternatives" is to consider the various kinds of skills that teachers really must have. Perhaps skill is not always the term that is most appropriate. It may be that the reason an individual chose teaching as a career is because of certain interests. Examples of this kind of thinking are:

(1) Many teacher candidates express that their reason for choosing teaching as a career is that they have a strong interest in being part of a "helping profession." Those individuals who are looking for alternatives might look to careers with other "helping" organizations. Examples include government agencies (all levels—local, county, state and federal), hospital health care facilities, fund raising organizations, charity services, community youth and/or adult programs (such as YMCA, YWCA, YMHA, Boy Scouts, Girl Scouts, Jewish Vocational Services, Senior Citizens, Golden Agers), and other community service organizations. Individuals looking at these "helping organizations" can consider the possibility of serving as administrative trainee, manager, or counselor. The bachelor's degree in education can lead into entry positions with any of these types of organizations.

(2) Some teacher candidates become interested in teaching because they love the subject area they are studying. These individuals may be oriented to a teaching concept which is known as "selling" or "marketing" the subject. Many classroom teachers are, in fact, superb sales professionals in their field. Selling or marketing services or products is an alternative profession of extreme importance in our private enterprise economy. With many organizations, where sales or marketing is the necessary skill, the opportunities can be very lucrative.

(3) Some teacher candidates choose teaching because they are interested in a concept known as "group management." A number of teachers who approach classroom learning from the managerial perspective, with students as the workers "learners" and the teacher as the facilitator/manager who plans, organizes, implements the "work" or "learning" will find excellent career alternatives with other organizations. A likely potential employer of such management prospects is government. Private industry, however, is also a possibility if the candidate is specialized in a technical or productive area. Examples of such fields are computer science, industrial technology, engineering, safety, health. Managers are usually developed within organizations. The college graduates with drive and initiative, will move much more quickly toward this particular area of career specialization if they plan carefully.

(4) Many teacher candidates are teachers because they are interested in "training and development." Along with this area of interest comes an interest in public relations, employer relations or labor negotiations. Such individuals evaluate each student on the basis of daily performance, attitudes, and attendance. Such individuals may be excellent candidates for positions in the field of personnel relations. Government agencies or institutions of higher education, private industry, hospitals, hotels, and restaurants are excellent potential employers. The candidate must be able to train, evaluate, hire, and fire employees.

(5) Some teachers can be described as "entertainers/performers." Such teachers are really "hams" at heart. They teach in order to "entertain" or "perform." Although securing employment in an entertainment related industry may be as difficult as securing a teaching position, it is an alternative field of endeavor which teacher candidates may wish to explore. Sometimes it is possible for an individual to secure part-time work both in entertainment and in teaching. Once in a while, such an individual becomes a "star."

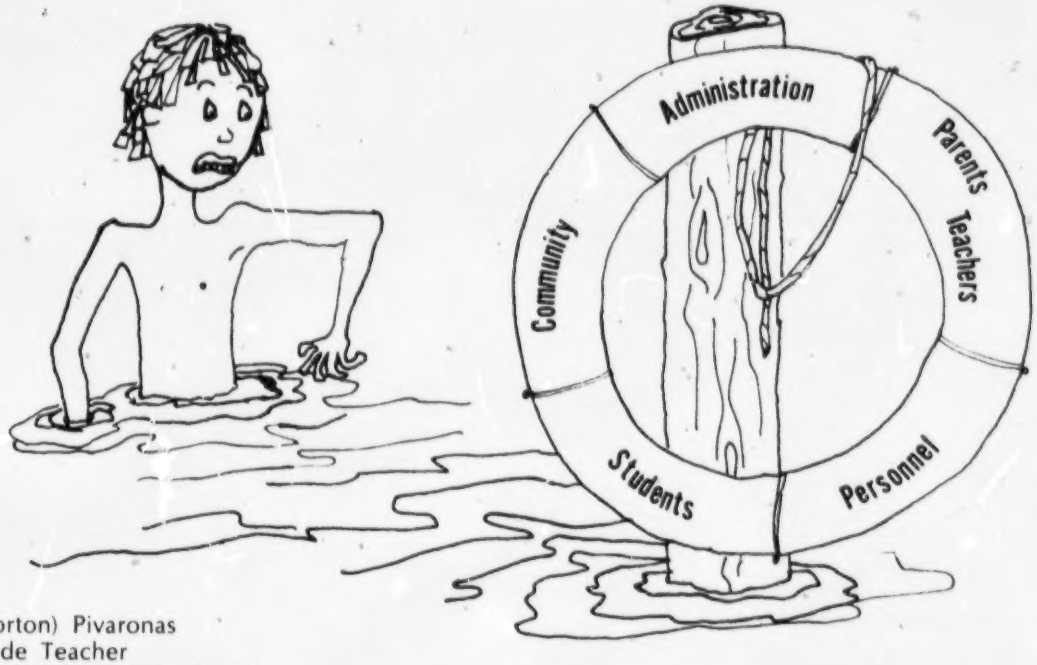
(6) Some teachers could be titled "consultants." When the teaching role is viewed in this way, employment could be considered with any number of educational consulting firms, business or management consulting firms (in relation to techniques, materials, personnel skills), or foundation consulting organizations. Leadership skills and assessment ability are the key criteria for success in the consulting industry. These individuals should develop this aspect of their ability, then seek to apply it with the most appropriate organization(s).

Individuals who have not really analyzed their particular reasons for choosing teaching as a professional field of endeavor will probably find the government to be of interest. The government employs persons from all backgrounds. It is true, however, that the hiring considerations for government employment have become more and more specialized, just as have career opportunities in other fields. The teacher candidates should try to apply their field of specialization to the kinds of opportunities that may be available in the government. For example, individuals who have a good math background can consider opportunities in computer science, economics, or governmental accounting. Individuals with a strong science background can consider careers as a scientist with the government. Individuals who do not have the fields of specialization that may be most available with government agencies can take the civil service examinations which will place them on the various government agency eligibility lists. The federal government offers an examination titled PACE. In most state governments it is necessary to take a civil service examination which relates to a specific "job title." This may also be true with various county and city levels of government. At state, county, and city levels of government, an individual can take and qualify on all of the examinations offered. It is necessary, however, to check the posted announcements of opportunities in each government personnel office in order to register for the exam. Individuals interested in government employment should become familiar with personnel operations of the different levels of government.

In addition to alternative opportunities with various government agencies, an individual might also look seriously at the kinds of teaching opportunities that exist with ACTION (formerly known as VISTA/Peace Corps), the Bureau of Indian Affairs, the Bureau of Prison Schools, etc.

In summary, it is very important for college students in all disciplines to plan at the outset of their college education for several possible career alternatives. The professional program that they choose to enter will prepare them for a specific specialization, but the student who elects to take a core of courses in one or two professional fields will be able to step across professional boundaries much more easily than the student who does not. Self-assessment of the reasons one is choosing a particular profession is also extremely important at the outset to assist the individual in choosing the electives that will broaden and enhance career entry. Students who are aware of their interests, abilities, and skills will take course work that relates these factors to the employment world. Such individuals are able to be much more flexible when the job market in their professional field is tight. College students who prepare for a profession and have a dedication to it also will find that geographic mobility is frequently a necessity in order to pursue that career. Professionals, unlike non-professionals, more often must go where their careers take them.

FIRST YEAR SURVIVAL



Toni (Norton) Pivaronas
First Grade Teacher
Arbor Park School Dist. #145
Scarlet Oak School
Oak Forest, Illinois

Congratulations! You got a job—a teaching job. You did your student teaching and broke every after school work record. Daily visits were made to the personnel in the placement office until everyone knew you on a first name basis. You wrote the ideal résumé; spent hours typing applications, and studying the newest techniques and names in your field. Consequently, your efforts were rewarded—Y-O-U got the job. The aftermath should be easy, unfortunately it's not.

Signing your first teaching contract is an accomplishment in today's highly competitive profession. However, surviving your first year on the job requires more than academic knowledge. After one year in the teaching profession, I'd like to give the reader my impressions and tips on survival during that first critical year.

Pointers From Mrs. P.

Community

1. Know the community. Make a point of learning about the area you are employed in: the average income, nationality, churches, P.T.A., and youth groups.
2. Subscribe to the local paper.
3. Become aware of the resources available. Is there a library or park district? These institutions have goals similar to the educator. The local park district or fire station will gladly assist in projects when asked. But remember—they have to be asked.

Administration

Know the administration and its policies. Read the district's policy manual and become familiar with your responsibilities as a classroom teacher.

Communicate with your building principal. Typical questions at the beginning of the school year might be:

1. In his opinion, what common qualities are found in outstanding teachers? His answer will give you a clue of how he expects you to perform.
2. What is the procedure for obtaining materials and supplies for special projects or daily use?
3. Does he expect daily lesson plans to be submitted to his office?
4. What is the financial structure of the school district?

Don't hesitate to invite the principal or superintendent to your classroom to observe or participate in special projects or activities. Most administrators welcome the chance for active participation and communication with the children.

Be willing to discuss your successes as well as failures in the classroom with your principal. Let your principal know that you welcome constructive criticism. C-O-M-M-U-N-I-C-A-T-E.

Personnel

Learning to function within your building as a staff member is an important process for the first year teacher. Remember that the staff consists of not only teachers and administrators; your school could not operate without the efficient skills of the secretaries, aides, janitors, and lunchroom personnel. Show these individuals the respect they deserve. Otherwise, don't be surprised if your room isn't swept or messages aren't delivered promptly to you.

Many schools function with a team teaching approach. A new teacher must be flexible, patient, and learn to adjust to the personalities of the building. Find out the customs and patterns of your building. What are your responsibilities concerning other teacher's children?

Don't be surprised if your ideas are questioned. Take a stand and be firm on major issues, and be willing to compromise when necessary.

Parent-Teacher Conferences

Conferences with parents are a direct link to the community, and must be prepared for in advance. Steps for preparation are:

1. Read the child's accumulative record folder and note such items as: number of children in family, parent's marital status, occupation, and place of birth.
2. Make a folder of the child's work in the major academic areas.
3. Prepare a checklist for yourself of points you wish to discuss during the conference.
4. *Always* begin with the positive qualities of the child. Let the parents know that you are aware of these qualities before discussing areas of concern.
5. Be firm when discussing areas of concern. If the area is academic, support your point with examples of the child's work. Give the parents a supplementary sheet to reinforce your efforts at home. Most parents want to help their children, but many are unaware of the methods best used.
6. If the area of concern is discipline, tell the parent what behavioral pattern you expect and *why*.
7. Be prepared always—preparation gives you self-confidence.

Staffings

Staffings on children with learning and emotional problems are frequent. Before attending your first staffing, approach the learning disabilities teacher or school psychologist and determine your responsibilities as a classroom teacher in this setting. Familiarize yourself with basic terminology such as: perception, gross motor skills, fine motor skills, auditory and visual discrimination, and perseveration. Bring a folder of the child's major academic work. As the classroom teacher, you will be expected to answer questions concerning his/her social behavior as well as the academic progress.

Physical Classroom

An attractive classroom reflects pride and stimulates the children. Many administrators directly relate the organization and appearance of the classroom to the effectiveness of the teacher.

Within the Classroom

Become involved, have empathy, and let the children know that you care about them and their special problems. These are not skills that can be taught; they must be felt and are instinctive. Show that you care!

Letters—Continued from page 31

Show how the applicant's education and experience fit the requirements of the position. The writer should base statements of education and experience upon selected facts, sifting these facts several times until he has found the ones which bear on the employer's needs. One should try to see how what he can do fits into what the prospective employer wants done. It should be indicated that credentials are on file with the applicant's Placement Office and are available upon request.

Give personal qualifications with flashes of "human interest." At this point in the letter of application, the writer has the opportunity to present items which reveal his human side. Here is the opportunity to present information about one's self which may help the prospective employer to tip the scales in your favor. Such vague statements as 'I' want to help peddle," or "I love children" should be avoided.

Provide references. References are something like guarantees. They increase the employer's confidence in the ability of the applicant. At least three references should be listed with correct and exact addresses, making clear that the references have provided permission for the names to be used. Avoid including references who might be considered biased, such as clergy or relatives.

Request an interview. The closing sentence should make a direct request for an interview, making that action as easy as possible for the employer. It includes information as to how and when the applicant can be reached or it may state that the applicant will call to arrange an interview. It is an advantage to use the letter of application even though the administrator will be on campus for a day of interviewing.

Letters of Acceptance or Rejection.

When a position has been tendered, one should put in writing acceptance of the contract and information as to when he will report to the school system. If the position has been offered, and the applicant is rejecting the offer, he should state this fact and give the reason or reasons why he is declining. Do not hold the administrator in suspense. State the acceptance or the rejection of the position as soon as possible.

The Résumé. A résumé is designed to fill the need for providing pertinent information as concisely as possible. It presents various elements of one's background and experience. A résumé is more than a collection of descriptive information. It is one's personal advertisement. Even if an employer does not require a résumé, preparing one is useful because it helps the job-seeker to concentrate on what he wants to say about himself, determining what qualifications should be emphasized and what accomplishments are particularly pertinent.

Every job-seeker should be aware that letters can and do play an important role in the preliminary part of the selection process, and he should put forth every effort to make sure that his correspondence will weight the game in his favor.

The Teacher Selection Process—Continued from page 18

Although some districts require that candidates be tested, *A-OK* does not. Most districts do not. Also, as in most districts, the medical examination which you will be required to take will not be given until after you have learned of your job offer.

During these initial stages in the review of facts regarding your candidacy, you are asked to complete and return a formal application. Take time to do the job right. Be thorough, neat, concise. You also are asked to have your transcript of credits and confidential credentials sent to *A-OK's* personnel administrator.

Do you know that there are between one hundred and three hundred others who have expressed interest in the specific position for which you applied? Most of those, of course, will withdraw their candidacy subsequent to applying, or for one reason or another are "laid aside" by the school officials.

Next in the process come the interviews.

In the author's opinion, a great deal of the selection process focuses on the interviews conducted with teacher candidates. It is also the author's opinion that this is as it should be.

During the interviews, the administrators attempt to relate you and your qualifications to the vacant position, to predict your success based on what is learned of your past performance, and to relate your personality characteristics to the responsibilities you will assume in the field of education.

Your interviews may be structured or unstructured. The interviewing process is more effective because it includes interviews by two or more administrators. And, in spite of great advantages to the type interview which is committee-conducted, the results of your interviews are more revealing because the interviews are conducted separately by administrators who record their own individual findings.

The final step in the process is the summary evaluations and decision to select a particular teacher candidate.

The candidate selected probably will have a broad and varied background, providing not only the necessary qualifications for the specific present vacancy, but also the versatility necessary for adaptation to a different assignment if such becomes necessary in the future. He or she probably displayed for the interviewers a self-confidence—not brash, but at the same time calling attention to outstanding characteristics and accomplishments.

Well, that's it. The process has been completed. As a candidate you did the very best you could.

The employment decision is probably a joint one, shared by the superintendent or personnel administrator and the principal. Fortunately, you will not have to wait long for their decision. The mail has just arrived. An envelope addressed to you has an *A-OK* school district return address. Well, go ahead. Open it. And . . . good luck!

Directory of State Teacher Certification Offices in the U. S.

ALABAMA
Coordinator of Teacher Education and Certification,
State Department of Education,
Montgomery 36104, 205–269–7216

ALASKA
Coordinator of Teacher Education and Certification,
State Department of Education,
Pouch F, Alaska Office Building,
Juneau 99801, 907–586–5486

ARIZONA
Director of Teacher Certification,
State Department of Public Instruction,
Room 27, Capitol Building,
Phoenix 85007, 601–271–4367

ARKANSAS
Coordinator, Teacher Education and Certification,
State Department of Education,
Little Rock 72201, 501–371–1475

CALIFORNIA
Executive Secretary, Commission for Teacher Preparation and Licensing,
1020 "O" St.,
Sacramento 95814, 916–445–0185

COLORADO
Supervisor, Teacher Education and Certification,
State Department of Education, State Office Building,
Denver 80203, 303–892–3075

CONNECTICUT
Chief, Bureau of Teacher Preparation and Certification,
State Department of Education,
P.O. Box 2219,
Hartford 06115, 203–566–2670

DELAWARE
Director of Teacher Education and Professional Standards,
State Department of Public Instruction,
Dover 19901, 302–678–4686

DISTRICT OF COLUMBIA
Chief Examiner, Board of Examiners,
District of Columbia Public Schools,
415 12th Street, N.W.,
Washington, D.C. 20004, 202–629–4940

FLORIDA
Chief, Bureau of Teacher Education and Certification,
State Department of Education,
Tallahassee 32304, 904–599–5713

GEORGIA
Director, Division of Teacher Education and Certification,
State Department of Education,
State Office Building,
Atlanta 30334, 404–656–2429

HAWAII
Administrator (Certification), Office of Personnel Services,
State Department of Education,
P.O. Box 2360,
Honolulu 96804, 808–548–6384

IDAHO
Director of Teacher Certification and Related Services,
State Department of Education,
State Office Building,
Boise 83701, 208–384–3475/3476

ILLINOIS
Director, State Teacher Certification,
Illinois Office of Education,
100 North First Street,
Springfield 62777, 217–782–3774

INDIANA
Director, Division of Teacher Education and Certification,
State Department of Public Instruction,
Room 232, State House,
Indianapolis 46204, 317–633–4759

IOWA
Director, Division of Teacher Education and Certification,
State Department of Public Instruction,
Grimes State Office Building,
Des Moines 50319, 515–281–3245

KANSAS
Director, Certification Section,
State Department of Education,
120 East 10th Street,
Topeka 66612, 913–296–2288

KENTUCKY
Director, Division of Teacher Education and Certification,
State Department of Education,
Frankfort 40601, 502–564–4606

LOUISIANA
Director of Teacher Education, Certification, and Placement,
State Department of Education,
Baton Rouge 70801, 504–389–6915

MAINE
Certification Officer, Division of Professional Services,
State Department of Education,
Augusta 04330, 207–289–2441

MARYLAND
Assistant Superintendent in Certification and Accreditation,
State Department of Education,
P.O. Box 8717, Friendship International Airport,
Baltimore 21240, 301–796–8300, Ext. 300

MASSACHUSETTS
Director, Bureau of Teacher Certification and Placement,
State Department of Education,
182 Tremont Street,
Boston 02111, 617–727–5726

MICHIGAN
Director, Division of Teacher Education and Certification,
Teacher Education and Certification Services,
State Department of Education,
Lansing 48902, 517–373–1924

MINNESOTA
Director, Teacher Certification Section,
State Department of Education,
Capitol Square Building, 550 Cedar Street,
St. Paul 55101, 612–221–2046

MISSISSIPPI
Supervisor of Teacher Education, Certification and Placement,
State Department of Education,
P.O. Box 771,
Jackson 39205, 601–354–6869/6870

MISSOURI
Director of Teacher Education and Certification,
State Department of Education,
Jefferson City 65101, 314–635–8125

MONTANA
Certification Services Manager,
Office of the Superintendent of Public Instruction,
Helena 59601, 406–449–3150

NEBRASKA
Administrator of Teacher Education and Certification,
State Department of Education,
233 South 10th Street,
Lincoln 68509, 402–471–2496

NEVADA
Supervisor of Teacher Certification,
State Department of Education,
Carson City 89701, 702–882–7324

NEW HAMPSHIRE
Director of Teacher Education and Professional Standards,
State Department of Education,
Concord 03301, 603–271–2407

NEW JERSEY
Director, Office of Teacher Education and Certification,
State Department of Education,
225 West State Street,
Trenton 08625, 609–292–4477

NEW MEXICO
Certification Officer, Division of Teacher Education, Certification and Placement,
State Department of Education,
Santa Fe 87502, 505–827–2892

NEW YORK
Division of Teacher Education and Certification
Cultural Education Center
Room 5A, 11, Empire State Plaza
Albany 12230, 518–474–6640

NORTH CAROLINA
Director, Division of Teacher Education and Certification,
State Department of Public Instruction,
Raleigh 27602, 919–829–4125

NORTH DAKOTA
Director of Teacher Certification,
State Department of Public Instruction,
Bismarck 58501, 701–224–2264

OHIO
Director, Division of Teacher Education and Certification,
State Department of Education,
Columbus 43215, 614–469–3595

OKLAHOMA
Administrator of Teacher Education and Certification,
State Department of Education,
Oklahoma City 73105, 405–521–3337

OREGON
Director of Teacher Education and Certification,
State Board of Education,
942 Lancaster Drive, N.E.,
Salem 97310, 503–378–3586

PENNSYLVANIA
Chief, Division of Professional Certification and Credentials Evaluation,
State Department of Education,
P.O. Box 911,
Harrisburg 17126, 717–787–5105.

PUERTO RICO
Certification Officer,
Department of Education,
Hato Rey 00900, 809–764–1100

RHODE ISLAND
Acting Coordinator for Teacher Education, Certification and Placement,
State Department of Education,
Roger Williams Bldg., Hayes St.,
Providence 02908, 401–277–2675

SOUTH CAROLINA
Director of Teacher Education and Certification,
State Department of Education,
Columbia 29201, 803–758–3125

SOUTH DAKOTA
Director, Division of Teacher Education and Certification,
State Department of Public Instruction,
Pierre 57501, 605–224–3553

TENNESSEE
Coordinator, Teacher Education and Certification,
State Department of Education,
123 Cordell Hull Building,
Nashville 37219, 615–741–2270

TEXAS
Director, Division of Teacher Education and Certification,
Texas Education Agency,
201 East 11th Street,
Austin 78701, 512–475–2721

UTAH
Supervisor of Teacher Certification, Division of Teacher Personnel,
State Board of Education,
1400 University Club Bldg., 136 East South Temple,
Salt Lake City 84111, 801–328–5965

VERMONT
Director, Division of Teacher Education and Continuing Education,
State Department of Education,
Montpelier 05602, 802–223–2311

VIRGINIA
Supervisor of Teacher Certification, Division of Teacher Education and Certification,
State Board of Education,
Richmond 23216, 703–770–2628

WASHINGTON
Supervisor of Certification, Office of the Superintendent of Public Instruction,
Old Capitol Building,
Olympia 98501, 206–753–6773

WEST VIRGINIA
Director, Division of Certification,
State Department of Education,
1900 Washington Street, East,
Charleston 25305, 304–348–2696

WISCONSIN
Administrator, Teacher Certification, Bureau of Teacher Education and Certification,
State Department of Public Instruction,
126 Langdon St.,
Madison 53702, 608–266–7378

WYOMING
Director, Division of Certification, Placement, and Teacher Education,
State Department of Education,
Cheyenne 82001, 307–777–7291

ST. THOMAS–ST. JOHN–ST. CROIX
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AMERICAN SAMOA
Director of Education,
Department of Education,
Pago Pago, American Samoa 96920

* Certification = Commissioner of Education and the Virgin Islands Board of Education.

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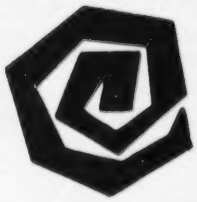
Atlantic City	Atlantic City Public Schools	1809 Pacific Avenue, 08401	Dr. Jack Eiserstein, Superintendent of Schools	44
Flemington	Flemington–Raritan Regional Schools	31 Bonnell Street, 08822		
Readington	Readington Township Public Schools	P. O. Box 2, 08870	F. C. Orecchio, Superintendent	44
Tenafly	Tenafly Public Schools	27 West Clinton Avenue, 07670	Clyde W. Slocum, Superintendent of Schools	42
PENNSYLVANIA				
Pittsburgh	Pittsburgh Board of Education	341 South Bellefield Avenue, 15213	Alan James, Assistant Director of Personnel	44
TEXAS				
San Antonio	North East Independent School District	10333 Broadway, 78286	Wm. R. Nelson, Director of Personnel	45
VIRGINIA				
Alexandria	Alexandria City Public Schools	418 South Washington Street, 22313	Dr. John E. DuVall, Director of Personnel	44
Alexandria	AACJC Career Staffing Center	621 Duke Street, P. O. Box 298, 22314	Mrs. Vera Kritzar, Coordinator	44
Fairfax	Fairfax County Public Schools	10700 Page Avenue, 22030	Dr. John F. Schreck, Assistant Superintendent for Personnel	44

CONSIDER Aurora Colorado



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999 W. Dundee Road
Wheeling, Il 60090

Prospect Heights, Dist. 23 (K-8)
700 N. Schoenbeck Road
Prospect Heights, Il 60070

Arlington Heights, Dist. 25 (K-8)
301 W. South St.
Arlington Heights, Il 60005

River Trails, Dist. 26 (K-8)
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Mt. Prospect, Il 60056

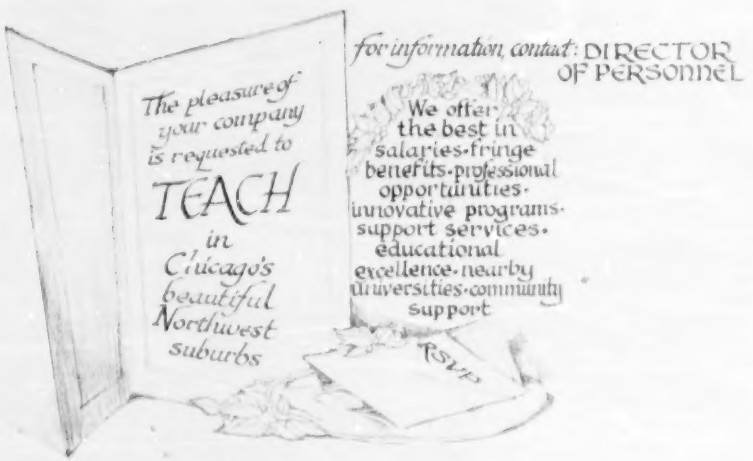
Schaumburg, Dist. 54 (K-8)
804 W. Bode Road
Schaumburg, Il 60194

Mount Prospect, Dist. 57 (K-8)
701 West Gregory St.
Mt. Prospect, Il 60056

Elk Grove, Dist. 59 (K-8)
2123 S. Arlington Heights Road
Arlington Heights, Il 60005

Palatine High School Dist. 211 (9–12)
1750 S. Roselle Road
Palatine, Il 60067

Township High School, Dist. 214 (9–12)
799 W. Kensington Road
Mt. Prospect, Il 60056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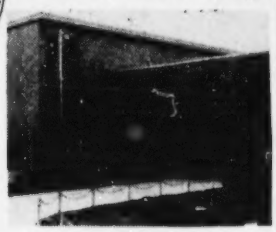

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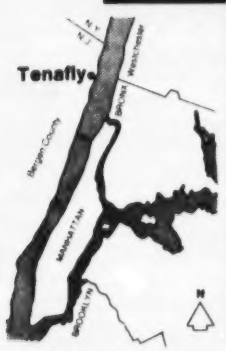

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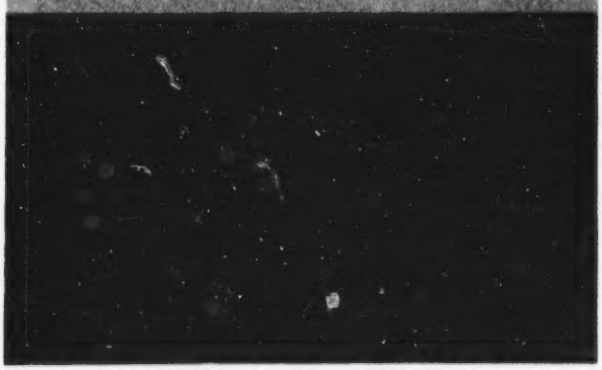
Tenafly, New Jersey 07670

Tenafly Public Schools
Tenafly, New Jersey

KANSAS CITY KANSAS
Public Schools
Unified District Number 500

An Invitation to OPPORTUNITY



SUBURBAN URBAN INNER-CITY

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C. L. Burns, Asst. Supt. Personnel
625 Minnesota Avenue
Kansas City, Kansas 66101
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Inquiries should be directed to:

Mr. MELVIN WAMBACH
Personnel Manager
Evansville-Vanderburgh School Corporation
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Superintendent
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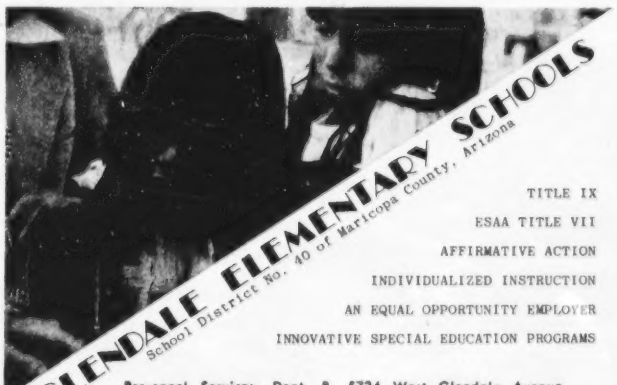

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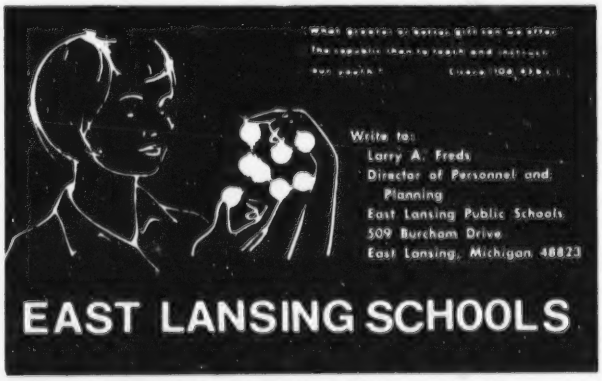
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East Lansing Public Schools
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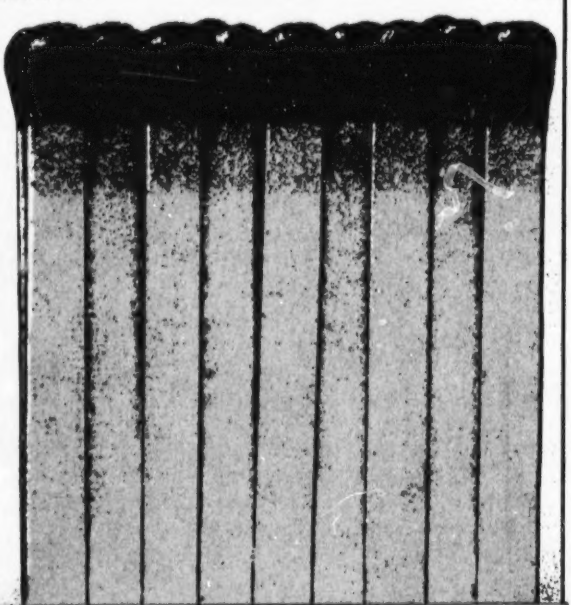
MONTGOMERY COUNTY PUBLIC SCHOOLS
DIVISION OF STAFFING
850 HUNGERFORD DRIVE
ROCKVILLE, MARYLAND 20850
TELEPHONE 301-279-3278



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